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Report on the progress of education in the province of Oudh for the year 1871-72. 1872-

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FROM

J. WOODBURN, ESQUIRE, C. S.,
OFFG. SECY. TO THE CHIEF COMMISSIONER, OUDH.

TO

COLIN BROWNING, ESQUIRE, M. A.,
DIRECTOR OF PUBLIC INSTRUCTION, OUDH.

*Dated Lucknow, the 1st October 1872.*

SIR,

I am directed to acknowledge the receipt of your communication No. 837, dated 19th June, being the report on the state and progress of education in Oudh, during the year 1871-72, and in reply to communicate the following remarks :—

1. District Educational and School Committees may now fairly take their place amongst controlling agencies. All have been efficiently worked, save perhaps in Sultánpur. Indeed, presiding officers seem determined to secure the efficient transaction of ordinary business. In some places School Committees have been especially active, and the Officiating Chief Commissioner laments the death of Rájah Tajammul Hussein Khán, who took an active interest in educational matters.

2. The reports of the Deputy Commissioners, are so far satisfactory, that they show, that the Civil and Education Officers work in unison for the promotion of elementary education. As suggested by the Deputy Commissioner of Bára Banki, you will doubtless extend all the aid in your power, to indigenous schools, where such exist, and as recommended by the Deputy Commissioner of Hardui, you will endeavour to associate with each Head-master, some one of the members of the School Committee, to assist in the proper conduct of the annual examinations.

3. There has been no neglect of inspection work, and the Officiating Chief Commissioner is glad to have been able to reward the energy of the Deputy Inspector of Schools, Hardui, by his promotion.

4. Your classification of appointments shews that in the higher offices of the Educational Departments in Oudh, Natives of India are fairly represented. There are but six appointments, the pay of which is more than Rs. 250 per mensem, and two of these appointments are held by Hindús. Of nine appointments, the stipends attached to which vary from Rs. 150 to Rs. 250, seven are held by Hindús, and two by persons of European descent. There is thus no Mahomedan gentleman holding an appointment of Rs. 150 per mensem in the Oudh Educational Department. Since in Oudh, Mahomedans represent a very cultivated and influential portion of the community, their absence from the higher appointments is to be regretted. But there are several Mahomedans on stipends varying from Rs. 100 to Rs. 150 per mensem, and doubtless they will in time succeed to the better paid offices.

5. The place achieved by Oudh, in the International Exhibition of 1871, was more than creditable to the Educational Department. Doubtless, in future, International Exhibitions to which educational specimens may be sent, other Indian Provinces will take care to send more complete collections.

Para. 17. The International Exhibition.

6. As remarked by you, this is the first year that the Educational Department has been entirely administered by the local Government. Financially, the Educational Department does not seem to have suffered. The total sum spent on education, in 1871-72, was Rs. 4,94,622, of which amount Rs. 4,15,635 were entirely administered by your department, the balance being disbursed by the managers of aided and indigenous schools. In 1870-71, the total expenditure was Rs. 4,37,648. There was an increase of expenditure amounting to Rs. 56,974. The tables given in paras. 19 and 20 shew exactly under what heads there has been increased expenditure, 84 per cent. of the increase occurs under the head "Instruction," and it is exceedingly gratifying to the Officiating Chief Commissioner to find, that nearly the whole of the increase is for primary education. If indigenous schools be omitted, the expenditure has increased by 11 per cent., recognised schools have increased by 23 per cent., and scholars by 30 per cent.

Para. 18. Financial Statistics.

7. The Officiating Chief Commissioner notices with regret, that some of the T'alukdárs, owing to the levy of the New Local Rate, have withdrawn their subscriptions from the support of certain aided schools, and have thrown the support of the Aided Schools on the New Local Rate. The Officiating Chief Commissioner is afraid, that the apprehension of Colonel Reid "that land-owners generally, when the School Cess and Local Rates are levied from them, will reduce or sometimes altogether withdraw their contributions towards education," will prove to be only too well founded. Native gentlemen should be encouraged to continue their subscriptions, for the substitution of public taxation for private charity would be a matter of regret.

Para. 21. Subscription Receipts.

Para 10.

8. But, besides the expenditure of Rs. 4,15,635, disbursed by the Educational Department, there was also an expenditure from the Public Works Department Budget of Rs. 21,297. A very much less sum, not half, indeed, of the amount spent by that department on educational buildings in 1870-71. In addition to the above amount spent on buildings by the Public Works Department, there was also an expenditure, as mentioned in your para. 156, of Rs. 15,037, on the repairs and construction of 514 village school buildings. The provision of suitable village school houses is one of great importance, and you should impress upon your Inspectors the necessity for the closest supervision.

Para. 24. Building expenditure.

9. The fee receipts continue slowly, but surely to increase, and as last year was one of some distress, the increase shews that educational officers are alive to the importance of fee collections. Indeed, such collections are a direct guage of the popularity of your department.

Para. 23. Fee Receipts.

10. Schools have increased from 1,298 to 1,541, scholars from 42,105 to 54,596, and their average attendance from 30,472 to 37,604.

Para. 28. General Statistics.

As remarked by you, the increase amounting to about one-third of the number enrolled at the commencement of the year is very considerable, the increase has occurred principally in Government schools, where the pupils have increased by 10,969.

Para. 29. Statement of Professions.

11. The increased number of scholars seems to be drawn from all classes of society. But the classes connected with land alone shew an increase of more than seven thousand pupils. Vernacular schools then seem to be slowly evincing the confidence of the cultivating classes, and their instruction will per force make the wealthy trading community seek for education. The Officiating Chief Commissioner thinks, that your decision, that Kathi should not be solely taught to a pupil even on the payment of a proper fee, to be sound, vide paras. 4 and 86 of your report.

Para. 30 Caste and Religion of pils.

12. There are 40,355 Hindús attending schools in Oudh, whilst there are 13,918 Mahomedan pupils, yet, barely 10 per cent. of the population of Oudh are Mahomedans. In proportion to their relative population, there are twice as many Mahomedans as Hindús attending Government Schools in Oudh. The Officiating Chief Commissioner observes that you estimate that more than one-fourth of your school masters are Mahomedans. Your success during the past year has been very considerable, but if your estimate, that 95 out of every 100 boys are growing up in ignorance, is even approximately correct, the work that remains to be done by your department is enormous.

ras 31-36. iversity Examinations.

13. At the last University Examinations, Oudh was fairly successful, 33 passed the Entrance Examination, five the First examination in Arts, and two proceeded to their degree, one student also took his Master's degree. The results do not contrast unfavorably with those of other Provinces. In the First Arts Examination, the number of successful candidates should have been larger.

ra 37. vernment Schools.

14. Schools have increased by 188, Scholars by 10,969, and the average attendance by 6,255. The average cost per school has fallen from Rs. 28, to Rs. 248. The fee collections have also increased. Though both schools and scholars have increased so largely, yet the total increased expenditure on Government schools is only Rs. 23,498. This gives an expenditure during the year of Rs. 125 on each of the 188 new schools established, or an expenditure of Rs. 2-2-0 per annum for each additional scholar. The Officiating Chief Commissioner thinks, that the increased expenditure has been both successful and economical.

ras 39-63. la Schools.

15. In the eleven zilá schools, the numbers, attendance, and fee collections have all increased, whilst the cost per pupil has diminished. The numbers have risen from 2,626 to 3,096; the attendance from 84 to 86 per cent. of the average number enrolled; and the fee collections from Rs. 7,009 to Rs. 7,476. The average cost per pupil has fallen from Rs. 25-14-3 to Rs. 23-4-0. But as these statistics are for all the departments of zilá schools whether primary, middle class or high school departments, they are not very valuable. The Officiating Chief Commissioner observes, that you have separated the pupils, as they belong to one or other of the above departments, and that all the departments seem to be making fair progress. According to your calculation in para. 42, the annual cost of

educating each high school scholar is Rs. 55, and the cost of each matriculated scholar during his stay of three years at a high school is Rs. 165. The cost of high schools in Oudh is not, when their cost is compared with that of similar schools in other Provinces excessive, still it is incumbent on you to maintain rigid economy, and to assure yourself of the thorough efficiency of all the high schools. The Bharaich, Sítápur and Pratábgarh schools are not in good order. Doubtless the changes we have effected, will bring them into an efficient state. Para. 44.

16. You have explained that the increase of the school to this grade, last year there were but 18, now there are 19, is due to the opening of an aided English department in connection with the vernacular town school of Kakorí. As Kakorí is a place inhabited principally by Mahomedans, and since the majority of the subscribers to the English department are Mahomedans, the Officiating Chief Commissioner was pleased to be able to bestow a small grant-in-aid. It is hoped, that the school will be successful. The scholars at all the 19 schools of this grade have increased from 2,214 to 3,180, the average attendance from 1,678 to 2,403, and the fees from Rs. 2,054 to Rs. 2,367. There has been an increase of Rs. 2,363 in the total expenditure, yet the cost per pupil has fallen from Rs. 12-1 to Rs. 9-5, the classification has very greatly improved. The Bilgrám, Sandila, and Akbarpur schools have all done exceedingly well. Inhonah has been relegated since the close of the year to the vernacular school grade, and it may also be necessary to close the English department of the Rámnagar school, which seems to make no advance. The Officiating Chief Commissioner is glad to see that the Jáis school is now showing some signs of progress. On the whole, these Anglo-vernacular middle class schools may be considered in good order. Paras. 64-87. Middle Class Anglo-vernacular Schools.

17. The pupils have increased from 2,709 to 3,454, the average attendance has risen from 76 to 78 per cent of the number enrolled, and the fees have increased from Rs. 939 to Rs. 1,198. The total expenditure has increased from Rs. 15,395 to Rs. 18,134. The cost of educating each pupil is about the same as last year, excepting that the cost of educating each pupil is too high. The school seems to be in good order. Next year they will be tested by the Calcutta University middle class examination. The classification of the schools has improved. Paras. 88-123. Vernacular Middle Class Schools.

18. Village school education seems during the year, to have made great progress The schools have increased by 172, the scholars from 23,270 to 31,525, or they have increased by 8,255, and the average attendance has increased from 16,562 to 21,046. The average number of boys in each school is 42, and the cost of each school has diminished from Rs. 122 to Rs. 114 per annum. There are now 184 village schools in Oudh, where there is an average attendance of from 40 to 100 boys. According to your calculation, there is already a school within every 4½ miles of each child, and doubtless, as village school education progresses with the settlement in Gonda and Kheri, the object of the late Director of Public Instruction to place a good elementary school within 2½ miles of every child in the Province will be accomplished. The Officiating Chief Commissioner notices with approbation, your endeavor Paras. 124-140. Government Village Schools. Para. 126.

to maintain due economy in the village school system. The classification of the pupils continues to improve.

Paras. 169-179. Village School Libraries.

19. The District libraries for village School Masters seem to be fairly successful.

Paras. 186-198. Schools for Girls.

20. There are 81 Government girls' schools, containing 1,908 pupils' of whom 1,072 are Mahomedans. Thus, in proportion to their numbers, Mahomedans not only more largely avail themselves of education for their boys than do Hindús, but Mahomedans actually monopolize the girls' schools. The great reason for the unusual number of Mahomedan girls' attending Government schools in Oudh is, that nearly all the trained teachers are Mahomedan ladies. The Officiating Chief Commissioner hopes, that as funds permit, you will endeavor to train and send out Hindú School Mistresses who shall be able to teach Nagrí. Your account of the schools for girls' at Malihabad is, the Officiating Chief Commissioner thinks, interesting. The state of these schools is highly creditable to their manager, Maulví Mahomed Ibrahim, and to the native gentlemen mentioned by you at the close of your 183 para. The girls that attend school seem to belong very much to the same class, and to come from the same ranks of society as do the boys. The Officiating Chief Commissioner is pleased to find that so many of the cultivating classes send their girls to school, and that there are 10 little girls, daughters of Taludárs, who attend school.

Para. 198.

Para. 240. Zenana Teaching.

21. The zenana agency appears to be popular, the pupils having increased from 52 to 140. They belong to 90 families, 55 are Mahomedan families, and 35 are Hindú families. This house to house teaching should, in so large a city as Lucknow be successful. Next year the ladies of the zenana agency might be invited to classify the attainments of their pupils.

Paras. 200-204. Govt. Normal Schools.

22. During the year, 138 certificated teachers and 13 pupil teachers were sent out to take charge of schools. The total expenditure on Normal Schools and classes increased from Rs. 15,875 to Rs. 16,489. But the cost of educating each pupil fell from Rs. 113-6 to Rs. 97. At the close of the year there remained 151 scholars under instruction. It is satisfactory to find that out of the 151 teachers and pupil teachers, who received employment after passing through the Normal School course, no less than 50 were indigenous school masters. So also of the 151 students now enrolled, 25 are indigenous teachers. Kheri, Bharaich, Gonda, Faizabad, and Sultánpur, are not well represented at the Normal School. The Deputy Inspectors of these districts should exert themselves to send suitable men for instruction. The Mirzáganj Normal class for training Mahomedan mistresses seems to be doing well. It is a subject for regret that the Hindú Normal class should have proved a failure at Malihabad. It is hoped that the Pehání Normal class for Hindú school mistresses will do better. The Officiating Chief Commissioner is glad to learn that the health of the pupils at the male Normal School continued good throughout the year, and that proper sanitary precautions were taken during the time cholera prevailed in Lucknow.

Para. 205. Private Schools under Government Inspection.

23. Excluding indigenous schools, the number of private schools under Government inspection decreased from 81 to 75, but the pupils in-

creased from 5,401 to 6,576, the average attendance from 4,066 to 4,702, and the cost to Government, diminished from Rs. 53,307 to Rs. 52,055. Including indigenous schools, the pupils have increased from 9,658 to 11,180, and the private expenditure on these schools has increased from Rs. 85,462 to Rs. 93,121. It is so far satisfactory to note, that whilst Government expenditure has decreased, private expenditure has increased.

24. The Officiating Chief Commissioner apprehends from your remarks, that you think it desirable that Canning College should be placed on the same footing as Elphinstone College, Bombay, save that the *distinctive* Committee of management should be maintained. You can, as proposed, send paragraph 206 of your report to the President of the Committee for consideration.

Paras. 206 and 211-217 Canning College.

25. The College Department contained 56 undergraduates, of whom but seven were Mahomedans. The total cost of the College Department was Rs. 26,365, of which sum Rs. 13,146 were paid from the Provincial Educational allotment. The aver age anuual cost to Government of educating each undergraduate was Rs. 286. Or each graduate costs the state for his education at Canning College Rs. 1,144, and each First Arts man Rs. 572. As compared with other Provinces, the cost of a graduate in Oudh is small. The College Department, as tested by the University, did fairly well. Two undergraduates proceeded to their degree, and one obtained his masters' degree with honors, receiving the silver medal of the Calcutta Unversity. Five out of 14 passed the First Arts examination, but none of the five passed in the first division. Here then, was partial failure, and the Officiating Chief Commissioner hopes, that next year the College will be more successful. The absence on leave of the Principal, during the whole of the year under review, threw a great deal of extra work on the Professors. The Principal, Mr. Boycott, has now resigned. When the staff is once again complete, Canning College will, no doubt, be more successful. Indeed, your remarks in para 211 shew, that as compared with similar institutions in the North-West Provinces, Canning College was fairly successful last year.

Para. 211. The College Department.

26. The numbers increased from 296 to 317, and the average attendance from 219 to 254. The fees decreased from Rs. 2,279 to Rs. 2,110. The total cost to Government of the High School department was Rs. 8,536. Only seven pupils passed the Entrance Examination. In 1870-71, 18 pupils passed the Entrance. The standard of the Entrance Examination was, no doubt, higher at the last Examination than on previous examinations. For the larger number of failures at the last examination, than on any previous occasion, seems to have been common to all schools in India.

Para 212. The High School.

27. The pupils decreased from 223 to 216, the cost to Government from Rs. 2,974 to Rs. 2,259; and the fee receipts fell from Rs. 1,965 to Rs. 1,667. During the year 50 boys were prepared for Entrance into the High School.

Para. 213. The Primary School.

Para 214.
The Oriental Department.

28. This department seems to be languidly conducted. At the close of the year there were but 123 students. The department was maintained at a cost to Government of Rs. 2,973. The fee receipts were very small.

Para. 215.
The Law Department.

29. There were 46 students at the close of the year, of whom only eight were *in statu pupillari.* The results of the law teaching have not yet been tested by any University examination.

Para. 216.
Class of Pupils attending Canning College.

30. The majority of the pupils seem to be the children of Government or private servants. The Officiating Chief Commissioner would be glad to know who those latter are. It would seem that out of 720 boys, 256 are the sons of these " private servants," which in itself is probably sufficient to account for the fact, that the Talukdars do not care to send their sons to their own college. The Talukdárs are not well represented.

Para. 217.
The Ward's Institution.

31. There were 21 Students in the Ward's Institution at the close of the year. All were Talukdárs, 16 being Hindus, and 5 Mahomedans. The maximum cost for any Ward was Rs. 3,229, and the minimum was Rs. 532. The report of the Governor on the progress of the Wards in their studies is not very encouraging, and the matter had better be brought to the notice of the Committee through their President, the Commissioner of Lucknow.

Paras. 219-228.
Aided and Private Schools of the Middle Class (Anglo-Vernacular.)

32. The Aided Schools managed by the Educational Department seem to call for no remarks.

The Private Aided Anglo Vernacular Middle Class Schools belong either to the Anglican or the American Church Mission. The former contain 676 pupils, but the average attendance 392 is wretchedly poor. The cost to Government of educating each pupil is Rs. 6-14-4. This is somewhat less than in 1870-71. The Government grant was diminished during the year from Rs. 4,053 to Rs. 3,170. The cost is still excessive. For the total cost of educating a pupil at a Middle Class Government Anglo Vernacular School, is only Rs. 9-5, so the cost to Government at an Aided School of the same calibre, should not exceed Rs. 4-10 for each pupil. The Anglican Aided Schools have not done well. The average attendance has fallen from 424 to 392, and the fee collections from Rs. 484 to Rs. 265.

Para. 229
The Aided American Mission Anglo-Vernacular Middle Class Schools.

33. The pupils have increased from 579 to 765, the average attendance from 416 to 500, and the Government grant was diminished from Rs. 5,627 to Rs. 5,116. The cost to Government of educating each pupil has decreased from Rs. 9-13 to Rs. 7-7. And, as one of the schools, that at Raí Barelí, has voluntarily relinquished the grant, and the grant to the Main School, Lucknow, has been much reduced, next year the cost to Government of educating each pupil will be brought within proper limits. The Khairábád Aided School does not seem to be in good order, and the reduction proposed by you should be effected.

Para. 232.
Aided Vernacular Schools of the Middle Class.

34. The sixteen schools contain 1,543 pupils, have an average attendance of 1,169 scholars, and receive Rs. 3,004 as a Government grant. The fee collections are Rs. 568, and the cost to Government of educating each pupil is but Rs. 2. These schools seem to be well

managed, and from the episode mentioned in your 234th para. should be popular.

35. The indigenous school returns are confessedly still imperfect. But they seem to be trustworthy so far as they go. Some schools have, no doubt, escaped registration. The very small number of pupils learning Arabic and Sanscrit seems to shew that there is not much desire for instruction in these languages, amongst the people of Oudh. Para. 243. Indigenous Schools.

36. Scholarships in Oudh have now been properly systematised, and a clever boy may now climb from a Primary School to a College The amounts sanctioned for scholarships are Para. 256. Scholarships.

| | | Annually. |
|---|---|---|
| For Primary Village Schools, ... ... ... ... | Rs. | 4,354 |
| „ Vernacular Town Schools, ... ... ... ... | „ | 1,884 |
| „ Middle Class Anglo-Vernacular Schools, ... ... | „ | 39,000 |
| „ College Education, ... ... ... ... ... | „ | 3,840 |
| Total ... | | 13,978 |

All the scholarships are bestowed after public competition.

37. Your information regarding the employment of students in the public service, is still somewhat incomplete. But omitting all consideration of boys educated at village schools, 209 scholars educated at Government schools obtained employment during the year, some of them on very respectable salaries. Employment of Students in the Public Service.

38. The total number of English learners has fallen from 4,390 to 4,148. But the decrease is not in Government schools. At these schools, notwithstanding the postponement of English by another class, the English learners have increased from 1,699 to 2,471. Urdu, Hindí, Persian, Sanscrit, and Arabic, all shew an increased number of scholars. Para. 258. Language.

39. Your account of this department is interesting. During the year 81,928 books, &c., seem to have been purchased during the year at a cost of Rs. 17,920, and books to the value of Rs. 13,284 seem to have been sold. During the previous year only Rs. 10,183 worth of books were sold. The establishment of Munshí Newal Kishore's publishing and printing offices must be of great use to your department, and tend to promote the dissemination of sound learning. The Jalsah Tahzib, Lucknow, seems to be of public benefit, and the Officiating Chief Commissioner hopes that the list of Sanscrit MSS. existing in Oudh, recently published will be of public utility. The Book Department.

40. The Officiating Chief Commissioner desires to record his thanks to those gentlemen mentioned by you in your 260th paragraph, as having greatly aided in the spread of education, and he also desires to express his sense of your own unwearied zeal and industry in promoting the well-being and advancement of the Department of which you are in charge.

I have the honor to be,
Sir,
Your most obedient servant,
J. WOODBURN,
*Offg. Secretary to the Chief Commr., Oudh.*

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## ERRATA.

PAGE 16 PARA. 15.

*For.*—"There are 11 appointments the stipends attached to which vary from 100 to 250 Rs."

*Read.*—"There are 9 appointments the stipends attached to which vary from 150 to 250 Rs."

*For.*—"And 8 by Hindus."—*Read* "And 7 by Hindus."

PAGE 31 PARA. 39.

*For.*—"Total expenditure."—*Read* "Total cost."

# No. 837 of 1872-73.

FROM

COLIN BROWNING, ESQUIRE, M. A.,
DIRECTOR OF PUBLIC INSTRUCTION, OUDH.

To

H. B. HARINGTON, ESQUIRE, M. A.,
OFFG. SECRETARY TO THE CHIEF COMMISSIONER, OUDH.

*Dated, Lucknow, the* 19*th June* 1872.

SIR,

Submits report.

I have the honor to submit a report on the state and progress of Education in Oudh, during the year 1871-72. This is the eighth Annual Report.

The arrangement of the report is shewn by the Index.

## SECTION I.—CONTROLLING AGENCIES.

Committees of Management.

2. There has been no change. The Department is managed by the Director of Public Instruction assisted by two Inspectors, one of whom is a native gentleman. To advise the Department and to enable Civil and Educational Officers to work in union for the promotion of education, Educational Committees have been formed at the Head Quarters of every district. They are presided over by the Deputy Commissioner of each district, and hold quarterly meetings at which are presented the Educational returns of the district, and the members discuss such questions as may from time to time arise. The Head Master of each High School is the Secretary of the District Educational Committee. To every school also is attached a Sub-Committee, to whom are usually referred minor questions, regarding the internal economy of the School. These Sub-Committees have generally been of service, and have shewn an intelligent interest in their duties. The number of meetings held by the District Educational Committees, are as follows :—

| | | |
|---|---|---|
| Lucknow, ... ... ... ... ... ... ... | 3 | Meetings. |
| Bára Banki ... ... ... ... ... ... | 2 | ,, |
| Unáo, ... ... ... ... ... ... ... | 5 | ,, |
| Sítápur, ... ... ... ... ... ... ... | 5 | ,, |
| Hardui, ... ... ... ... ... ... ... | 3 | ,, |
| Kheri, ... ... ... ... ... ... ... | 8 | ,, |
| Faizabad, ... ... ... ... ... ... ... | 4 | ,, |
| Gonda, ... ... ... ... ... ... ... | 2 | ,, |
| Bharaich, ... ... ... ... ... ... ... | 4 | ,, |
| Rái Barelí, ... ... ... ... ... ... | 3 | ,, |
| Sultánpur, ... ... ... ... ... ... | 3 | ,, |
| Pratábgarh, ... ... ... ... ... ... | 4 | ,, |

The work of the Sub-Committees is reviewed, as each school or class of school is considered.

Each Deputy Commissioner also sends every year a report on the progress of education in his district. This report is sent through the Commissioner, who has an opportunity of reviewing the progress of education in his Division, and of making such suggestions, and remarks as may occur to him. Civil and Educational Officers are thus in perfect accord.

The Lucknow Division. (i) Report of the Deputy Commissioner, Lucknow

3. The Deputy Commissioner of Lucknow assumed charge towards the end of the year, and is unable to speak of the schools from personal experience. But Mr. Sparks, the late Deputy Commissioner now on leave visited many of the schools on his tour, and, I believe, was generally satisfied with their state. The village schools, however, have not advanced so much in the Lucknow district as in other Districts. This will appear when we consider the several classes of schools. Since Captain de-Montmorency of necessity bases his remarks chiefly upon the returns, it is not perhaps necessary, that I should dwell at length on his report. He remarks with reference to the Malihabad Girls' School, that any "advance in the direction of female education must be slow, and may be "disheartening, but still this branch of the department is probably the "most important of all, and we may reasonably place great value "upon every entry in the list of female scholars, every girl now taught, "gives us hope of education reaching at least one family circle of the "next generation." The Deputy Inspector does not clearly report, and therefore, the Deputy Commissioner does not seem to know, who inspects the girls' schools at Malihabad. Those taught by Mistresses are inspected by the Director of Public Instruction, and the Inspector of Schools. They have been inspected thoroughly three times during the year, and every single girl examined in every branch of her education. The schools taught by masters are under the inspection of the Deputy Inspector.

(ii.) Unáo.

4. The Deputy Commissioner regrets that there is no school in which Mahájani or Kayathi is taught. There are no books published in these characters, which are valuable only because they are used by traders. It has been ruled, that these characters may be taught to any boy after he has mastered the Nagrí or Persian characters sufficiently to be able to read an easy book. But that if, a boy wishes to commence with these characters, he must pay a fee of two annas a month. It has been sometimes urged, that it is well to let a boy begin with Kayathi, as he may eventually be led to learn Nagrí or Urdú. But I have not found this hope realised in practice. On the contrary, traders who used to club together, to keep a Kayathi teacher, have thrown his maintenance on the Government School Fund, and the Kayathi teacher has generally contrived to persuade his pupils, and all beginners, not to learn the character usually written, and thus we have had some schools with half the scholars in the lowest class, out of which but comparatively few ever mounted. The Deputy Commissioner also thinks the pay of our village school masters extremely low. But those that he instances

are not masters in the ordinary sense of the term, that is trained adults, but immature pupil teachers. As a rule a master who fairly teaches a school of 30 boys, should not draw less pay than Rs. 8 monthly. But in this question of payment great vigilance is necessary, so to supervise the schools that the pay may accord with the results achieved.

The Deputy Commissioner of Unáo concludes his report by saying that he has but recently taken charge of the district, and is unable from his personal knowledge to give much information. He adds :—

"During a short tour, I inspected the Morâwán School, and was "much struck with the ability displayed by many of the boys. The "different local Committees require a great deal of pressure to exhibit "any interest in Education. I hope to be able to give the whole subject "of education, my earnest attention during the present year."

(m) Bára Banki.

5. Here the report is full. The Deputy Commissioner considers that the increase in female scholars is satisfactory, and believes that the Deputy Inspector exerts himself in the cause of female education. Mr. Glynn reiterates that the indigenous school masters should receive State assistance, and thinks that knowledge can only be made to reach the masses through the indigenous schools. But in Bára Banki, so far as I can learn, there are only 622 scholars at indigenous schools, of whom 387 study not Urdú, but Persian. In fact these indigenous schools are mainly faulty, because they do *not* teach a lad to read and write. They teach him as a rule merely to read certain books by rote. The indigenous schools too are expensive. The Masters have an attendance on an average of only seven boys per school, and yet manage to live, and are respectably clothed. I should say that their expenditure could hardly be less than Rs. 6 monthly. In the Educational Department we expect an average attendance of at least twenty boys for this sum. This would imply an enrolment in each school of twenty-five boys. So that even on the score of cheapness, I believe that the advantage lies with our village schools, and the fact remains, that every indigenous school master will to-morrow be gladly taken into the Department, if he will only undergo six months or twelve months training in the Normal School, where during the time he is under training he receives Rs. 4, a month, and lives in comfortable quarters rent free, and when qualified is returned, on suitable pay, to the district from whence he came. A moderate system of payment by results might now be introduced in the Bára Banki District. There was at the end of the last year a large balance to the credit of the Rural Cess. But indigenous schools could only be admitted to aid under the payment by result system, if a Sub-Deputy Inspector were sanctioned. For, there are no less than 111 schools under the management of the present Deputy Inspector and there are about eighty-one indigenous schools. The Deputy Inspector has not only to inspect all these schools and to take his share in the departmental examinations, but to arrange regarding the pay of the Masters, their leave and the repairs and construction of school houses. For this part of his work he has however professional assistance. A system of payment by results not carefully managed, would simply invite fraud. Still it is practicable, and was carried out in the Central Provinces.

Indigenous Masters are not however generally willing to accept aid under the payment by result system, which presupposes the keeping of daily attendance registers, and does not allow a Master on the examination day to sweep in, boys from neighbouring schools, and young men educated at home, and so to claim the capitation grant under the several standards in which each pseudo pupil may pass. It is only by care that such frauds can be prevented. Moreover, I regret to say that, though indigenous school masters are in advance of the people in knowledge, yet they are almost as much without forethought, as the natives of India are generally. In any system of payment by results, payments cannot be made at once, but only say after one year, or six months. Many indigenous masters do not care to take the present trouble of keeping registers and classifying their pupils for presentation for examination under a certain standard, for problematical profit at the end of six months. There is another point. The so called indigenous schools in Oudh, seem to be an assemblage of a few boys who are nearly related, for instruction by a private tutor; or the master is supported by some wealthy patron as a religious duty. The majority are hardly schools in the ordinary sense of the term.

The Deputy Commissioner, remarks :—

School Committees.

"That the school Committees have done better in the past than they "had done in the preceding year. Those who have had to sit on these "Committees have, in the bad season and damage to property by the "heavy rains of last year, and sickness, been oppressed with anxiety and "cares of their own; and, if not, under such circumstances, fulfilling all "that was required of them as members of the Educational Committees, "there is much room for consideration being made them. I endeavoured "to introduce examinations of the Nawábganj schools every last Saturday "of the month. But those serving here found it too great a tax on them; " and besides not every last Saturday was a holiday in my Offices, owing "to the large pressure of official work, in so highly populated a district, " and the constant transfer of officers."

The Deputy Commissioner further reports that :—

" Rájah Tajammal Hussein Khán, Rái Abhrám Balí of Darriábad, " Qází Ikrám Hussein, and Rájah Sarabjít Singh, continue to take an in- " terest in our educational measures. The Tahsíldárs of this district do " also their best to promote education by advice and attention to orders."

I regret very much to say that since this report was written Rájah Tajammal Hussein Khán has died. Education has lost a sincere friend and liberal patron.

The Sítápur Division. (1) Sítápur

6. The Deputy Commissioner of Sítápur, remarks, that it will be seen from the returns, that the schools " are on the whole doing well."

The Deputy Commissioner examined five girls' schools, and found that some of the girls could read and write fluently. Mr. Anderson, is of opinion that much good would be done by teaching girls in their own houses, and remarks that for this object a large number of teachers would be required. This is the case, and as observed in the review of the Bengal Educational report; there is no doubt that there is a "clear field for

"governesses who would visit and teach girls and women at their parents' "homes." This is one reason why I have urged the necessity of giving instruction to girls at La Martiniere in Urdú and Hindí. We are not so ripe for this system of private tuition in Oudh perhaps, as in Bengal, but even now I know of no district where I could not usefully employ a competent Zenana Teacher and Inspectress of Schools.

The Municipality is, compared with other Municipalities in Oudh, very liberal in the cause of education. The municipality now subscribes Rs. 20 monthly for primary schools at Sítápur, belonging to this department, and pays a rent of Rs. 20 a month for a Boarding house. A portion of this sum is returned as fees from the Boarders. The Munipality also subscribes Rs. 9 monthly to a Girls' School belonging to the American Mission. A grant was formerly given to schools at Khairabad. But Khairabad is without municipal limits, so veryproperly the grant was withdrawn. The Deputy Commissioner remarks that the Educational Committees of Sítápúr and Misrikh have done well. The Biswan School Committee "should be reconstituted." This will be done.

(ii.) Hardui.

7. Mr. Gibson's report is very full, and is considered by the Commissioner of Division to be "satisfactory."

Mr. Gibson records :—

"Putting aside the main school at Hardui the percentage of pupils "to the whole population in Sháhabád, Bilgrám, Sandíla, Mallawan, "Sándí, Pihání, Gopamow and Báwan, in fact in all the schools, does "not exceed and in most of them falls far short of 1·5 per cent." "During my cold weather tour, I visited all these schools except "those at Báwan and Malláwan. I was most favorably impressed with "the schools at Bilgrám, Sándí and Pihání. But in every town I found "a good deal of spirit among the boys, and educational advancement will "not flag for want of interest and industry on the part of pupils. If "educational progress is slow, a stricture I do not feel myself competent "to pass, the fault is in the system and in the teachers.

"The Hardui school passed four boys out of seven at the Entrance "Examination for the Calcutta University and upheld the reputation it "had acquired in the previous year. The boys sent from this district "appear also to have done very fairly at the Annual General Examina- "tion. With reference to the mode of conducting the Annual General "Examination, which, I am informed, is carried out solely under the "superintendence of the Head Master with papers of printed questions "received from Lucknow, I would like to ask whether sufficient super- "vision is secured. Being the person most interested in the result, is "not the temptation to be careless and allow the boys to help each other "too great to be uniformly resisted? If there is any truth in what Syud "Ahmad Khan Bahádur says in his strictures upon the present educa- "tional system in India 'as to the shifts, tricks, subterfuges, and evasions "practised at the examinations both by pupils and teachers,' I would "propose some further precautions being adopted against unfair play.

"I would remark that these observations convey no personal "reflection. I have no doubt the Head Master of Hardui is an hono- "rable man, and that he conducted the general examination with perfect "integrity. It is the system, if I am correctly acquainted with it, I would "improve. It would I think be enough for the purpose in view, if some "dis-interested person were associated with the Head Master to conduct "the examination. Any Assistant Commissioner or Extra Assistant "Commissioner would do. The Deputy Commissioner might tell off an "officer for the duty. A creditable increase is observable in the num- "ber of pupils added to the rolls and in the daily average attendance "in the Government village schools. Sixteen schools were added and "five closed. The Deputy Inspector's report shows very good work "in this department. Here and there I met with very gratifying interest "in their studies in village students.

"An impetus has been given to female education by the addition of "nine girls' schools and a proportionate number of pupils. I regret not "having given any attention to these schools during the cold weather, "an omission I hope to rectify during the next cold season.

"The return of indigenous schools cannot, I think, be reliable. All "the figures are, I should say, under the mark. I believe that these "schools are giving place to the Government schools.

"The absence of T'alukdárs' children from the schools may require "notice to prevent misconception. In the Bilgrám Tahsíl there are sev- "eral T'alukdárs, but they have very few children, and all of them are "girls. In Sandíla there are scarcely any T'alukdári children of a school- "going age, and the same remark applies to the Sháhabad and Hardui "Tahsíls. At the same time I have to observe, that T'alukdárs are very "reluctant to send their children to our schools. Our schools are especially "unpopular with Mahomedan gentlemen, and though I think there is "much exaggeration and a great deal of absurdity in Syud Ahmad Khan, "Bahádur's views, I think he can be taken as a fair exponent of the "opinions of most of his co-religionists. It is, I am aware, doubtless "easy to complain of the results of the present system of teaching and to "write such nonsense as the following passage in Syud Ahmad's pamphlet· "Have the Indian colleges ever sent forth from their walls one who "in genius or acquirements can approach Shakespeare, Milton, Hume, "Burke, Scott, Hallam, Macaulay, Mill or Maine? But it would be "unwise to ignore entirely the sentiments of the people we have to "deal with, on a subject of such vast importance. I would ask for a "higher degree of fitness in the Head Masters for Anglo-Vernacular "Schools. I would invite and accept the co-operation of local Committees "regarding the books to be used and the course of studies to be pursued "so far as their ideas did not appear retrograde or militate harshly with "our notions. I would ask for a classification of pupils on the basis of "social status.

"Natives do not object with European strictness, to familiar inter-
"course between children in different grades of Native society, but they
"would, I think, much prefer some distinction being shown in schools.
"Whether the objection arises from caste notions or any other ground,
"I think it should be dealt with liberally and that as far as practicable a
"division should be made.

"A Boarding house at Hardui will probably be erected during the
"year; it is urgently required. A School building is wanted at Pihani,
"the present house being altogether unsuitable.

"The District Committee have discontinued the collection of volun-
"tary subscriptions. In a correspondence with the Director of Public
"Instruction I vindicated this measure and will say no more about it
"now. The pecuniary loss to the cause of education caused by the Com-
"mitee's resolution is fully made up for by the large grant from local
"rates. In conclusion, I would again draw attention to the necessity of
"making the formation of character an essential object and part of our
"system, of introducing some sort of physical training into the Schools,
"of providing an elementary work on Agriculture and of insisting on the
"cultivation of good manners."

For the book on Agriculture, we shall look to the results of the model farms. At present, as I said in my last report, I do not know that we have much to teach the natives of this country, who are simply unable to provide themselves with better tools and instruments of labour. Slovenly cultivation is as often the effect of poverty and of want of energy and means, as of the want of knowledge. The suggestions of the Deputy Commissioner regarding the conduct of the Annual Examination will be adopted, and School Committees will be invited to be present, or to depute one of their members to see that all the arrangements are good. This was the practice at the Scholarship Examination in the Central Provinces, and in Oudh would, I think, be acceptable to the masters themselves. Our departmental examinations have however been fairly conducted, and their results for the most part agree with the results of the Calcutta University examinations and of personal inspection. The educational department is very much indebted to Mr. Gibson, and I much regret, that though I travelled incessantly throughout the marching season, and did not give up camping until the 1st May, I was yet unable from other important business to visit Hardui. The report of the Deputy Commissioner is interesting and suggestive. I would remark, however, that at Government Schools there can be no social distinction, so long as they are supported from the proceeds of general taxation. In England there are such distinctions. But there they are paid for by the rich and well born. Nor can individual School Committees be consulted regarding text books. There must be some uniformity of system, or comparison between school and school becomes impossible. The "formation of character" and the cultivation of good "manners" are already parts of our system, and School boys in Oudh are well behaved.

8. The village School system was only commenced in this district during the year under review. The Deputy Commissioner remarks that there is no Municipal expenditure on education. But the Municipal income has increased from Rs. 3800 to Rs. 8300, and so the Deputy Commissioner is not without hopes that in another year or two Kheri may cease to be almost the only district in Oudh whose municipalities contribute nothing to education. The District Educational Committee met several times during the year. It found that the Sub-Committees did not assemble because they had no President. The T'ahsíldárs of Kheri and Muhammadi were appointed Presidents of the Sub-Committees of the Lakhimpur and Muhammadi Schools. These Sub-Committees "applied "unsuccessfully for an English teacher for the Kymara School, passed "various estimates for petty repairs, appointed Sub-Committees for the "Kheri Branch School and for Paila and Palia, removed negligent mem-"bers and resolved that the rules for the future appointment of Patwáris "prescribed in Financial Circular No. 84 of 1870, be promulgated in "those Parganas in which the settlement had been completed." (iii.) Kheri.

The Deputy Commissioner records that the Lakhimpur and Muhammadí schools are in good order. But that the former has suffered great inconvenience from the loss of its School house. It now meets in a Bangalow, all too small. The former School house was unroofed just before the rains, the rains descended, and the walls have now been condemned. I believe that nothing has yet been done in the way of reconstruction. The Gola Main School does not appear to have made much progress. The Deputy Commissioner agrees with the Head Master Gola, in thinking that the apathy of the Sub-Committee is owing to the inaction of the Central Committee. Mr. Harington further remarks :—

"A great deal might be done through the co-operation of the "Manager of the Encumbered and Trust Estates of the District. Seven "out of fifteen T'alúkas comprising 370 villages, are under direct manage-"ment. Whenever the Sarbarahkars are led to believe, that educational "progress will be regarded as a material element in the successful admi-"nistration of their respective charges, as well as increased rent-rolls, "reduced balances, jungle clearances, and agricultural improvements, a "powerful impulse will be given to the development of urban and rural "education in the District of Kheri.

On the general report the Commissioner remarks :—

"This report is on the whole not at all unsatisfactory. In many "points there has been considerable improvement over last year; and "though the teachers in some places complain loudly of the indifference "of the Committees, the repugnance of the people, the meanness of the "School buildings, the unhealthiness of the climate, and the like, I do "not regard these as unfavourable signs. They are indications of life, "and they show that some efforts, however feeble, are being made

"to struggle against the many difficulties with which education is sur-
"rounded in wild districts like Kheri."

The Faizabad Division. (i.) Faizabad.

9. The report of the Deputy Commissioner, Faizabad, was not received until the 18th June, when my report was finished. It calls for no remark.

(ii.) Gonda.

10. The report of the Deputy Commissioner Mr. Maconochie is full.

If regard be paid to the short time the schools have been established, and to the difficulties in the way of getting really qualified teachers, the number of boys who are enrolled is encouraging. By far the best primary school in the district is situated in a Mahomedan village. The average number of boys per school is 40. The highest attendance at any village school is eighty, the lowest is sixteen. The Deputy Commissioner would not establish more schools. He thinks that those schools that are established, should be provided with decent school houses. The remarks of the Deputy Commissioner on the several schools are favourable, save only in the case of Nawábganj. On that school he writes. "The school is undoubtedly unpopular, and the late Head Master "has been largely blamed for this. But at the same time the School "Committee have been extremely listless. When at Nawábganj "in March, I called a meeting of the Committee to discuss school mat-"ters, and though the members promised to do what they could towards "increasing the numbers of scholars, and inducing a more punctual "attendance, none of them appeared to enter heartily into the matter. "I will look closely into its working this year, and probably if the "Head Master exerts himself, the school may improve."

The Balrámpur aided High School is mentioned approvingly; and the Deputy Commissioner, thinks that the Mahárájah of Balrámpur should be relieved of the cost of the primary schools on his Estate. The Begamganj school is not considered to be in a very flourishing state, and the Deputy Commissioner proposes to call the attention of the School Committee to its condition.

The Commissioner is good enough to review the Deputy Commissioner's report. Colonel Reid agrees in the favourable opinion expressed regarding the High School, and the Middle Class Schools of Utraulá, Colonelganj and Paraspúr. He thinks the improvement of the Balrámpur aided "school to be creditable to the Head Master, and to the Mahárájah who "takes great interest in the success of the school."

On the Nawábganj school Colonel Reid remarks :—

"This is an Anglo-Vernacular Town School, in the most flourishing "grain market in the province, but the residents seem to take more "interest in money making than education, and the school never has been

"popular or in a satisfactory condition. The Officiating Deputy Com-
"missioner promises to look closely after the school during the current
"year." The Begamganj School will probably be moved with the Head
"Quarters of the Tahsíl.

On the subject of village schools the Commissioner remarks :—

"The Officiating Deputy Commissioner observes that though more
"funds will be available this year, it will not be advisable to increase the
"number of schools, as it will be preferable to establish the existing
"schools firmly by giving them decent school houses. I do not altogether
"concur in this view. We collect the Educational Cess from owners of
"certain estates, and we are bound to expend the sums so collected, as far
"as practicable, on educational measures from which the residents on these
"estates can benefit, and it appears to me to be indefensible in principal to
"appropriate the cess of one parganah to the construction of school houses
"in another. If it were simply a question of an advance, and each par-
"ganah was to get the advantage of the arrangement in its turn, the objec-
"tion might be disregarded, but this is evidently not what is contem-
"plated. The intention is that the parganahs more recently assessed
"should pay for school houses for those parganahs in which the
"revised assessments were first introduced and schools first established."
"The Officiating Deputy Commissioner, suggests that the Mahárájah
"of Balrámpur, should be relieved of the charge of ten primary schools
"which he now supports, village schools, I persume, being intended to
"take their place. I have always apprehended that land owners gener-
"ally, when the school Cess and Local Rates are levied from them, will
"reduce, or sometimes altogether withdraw their contributions towards
"education, but it is scarcely incumbent on us to take any measures to
"bring about this result."

School building, consolidation and extension will go hand in hand. Two skilled mistris have been sanctioned for Gonda. Doubtless the Deputy Inspector will be able to make greater progress this year than last year in school building. He has now acquired a little experience.

11. Captain Hewett, the Deputy Commissioner of Bharaich, is good enough to send a very complete report. After noticing the Bharaich Zil'a School, concerning which there is a full report under its proper heading, he proceeds to remark on the management of the aided schools. These remarks I give *in extenso* :— (iii.) Bharaich.

"I must say I consider the position of the Masters in these aided
"schools, a difficult one and it is only with great tact and judgment they can
"get on at all. If a man tries to be in the least independent, he must go to
"the wall. Although the Mahárájah of Kapurthala is himself a zealous pa-
"tron of schools, yet his inferior Officers, especially the Tahsíldárs and others,
"appear to like putting obstacles and difficulties in the way of a Master
"whom they dislike. They and the Head master of Boundi could not get

" on together, and in consequence he had to leave. I don't wish to excuse
" his conduct, for there is no doubt he was wanting both in tact and
" judgment, yet I do not think he was entirely to blame either,
" and I certainly think it would be better for these sort of schools if
" the Masters were made independent of the employees of a T'alukdár.
" It appears that the Mahárájah's Agent, draws the monthly amount
" given by Government for the support of the school from the Treasury
" and adds the contribution of the Mahárájah to it, and then pays the
" whole amount over to the Head master. This system must I think
" cause great delay, and perhaps it would be found more convenient if
" the Agent of the Mahárájah was asked to pay six months' contribution
" in advance into the Government Treasury, and the Head master were
" allowed to draw from thence, the whole monthly allowance on monthly
" bills in the same way as the Head master of the Zil'a School does.
" The agents and employees of T'alukdárs are not very precise men
" generally, in the conduct of business and I dare say great delay
" very often occurs before the school masters get their monthly pay.
" I have not been long enough in this District yet, to form an opi-
" nion, but I am rather inclined to believe that the Officers of the Mahá-
" rájah of Kapúrthála, with the exception of the two head ones, Dewán
" Banna Mal and Lala Khurram Rai, do not give that willing and
" zealous support to the cause of education, which might be expected of
" them. During the present year I shall endeavour to get the Committee
" of both Akouna and Boundi to take a more active interest in their
" Schools."

An excerpt from these remarks has been sent to the manager of the estates of the Mahárájah, whom I have asked to allow the Educational Department to have a voice in the internal management of the Schools. At present the masters are apt to play off the Educational Department against the Mahárájah's Officers, and the alleged orders of the Mahárájah's officers against the arrangements of the Educational Department. There should be perfect unison. Both should act together.

The Deputy Commissioner compliments the Rájah of Bhinga in being the only native gentleman in the Province, who supports a Middle Class School entirely from his own resources.

The Nawábganj Aliabád School is an aided School supported by Nawáb Nisár Alí Khán. There are 47 boys at this School, which is in a very backward part of the district. The Grant-in-Aid rules are so far infringed, that no fees are taken. I have addressed the Inspector on the subject, who says that if I press the matter of fees, the patron of the school will merely pay them out of his own pocket. The Nawáb is a well educated gentleman and is acquainted with English. The majority of the people in the neighbourhood are poor. The Commissioner is afraid that so far as the higher classes are concerned, the Bharaich Zil'a School is the most backward in the Province. He thinks the master's reasons for the decrease of pupils at the main school, namely the breaking up of the settlement, to be valid.

The Commissioner has himself written to the Rájáh of Nánpára regarding the ill success of the Town School and "has admonished the Tahsildár." Colonel Reid does not think that Akouna is a proper site for an Anglo-Vernacular School. The School has been reduced to the Vernacular primary grade. Two-thirds of its cost are now paid by the Mahárájah of Kapurthála. The Bhinga School was visited by Colonel Reid, and by the Chief Commissioner. The Commissioner, believes that the Rájáh really exerts himself in maintaining the efficiency of the School established and supported by himself. On School Committees the Commissioner records :—

"I regret to say that these Committees rarely evince a lively interest "in the promotion of education, and I hardly expect that we shall get "valuable assistance from them, till their members are men, who have "themselves been well educated, and who will appreciate the advantages "of education."

The Raí Barelí Division. (i.) Rái Barelí.

12. The Deputy Commissioner remarks favourably on the returns. He would have, as suggested by Colonel Steel, all the books used in schools to be the property of the State, and would not compel students to buy books. This is the method pursued in primary schools in the United States. But there, there are large local funds set aside for education in every town. Here our funds are limited and must be made to go as far as possible. Even under the present system, a very good scholar receives a prize always once a year, and sometimes oftener, supposing the school should be visited by the Director of Public Instruction or the Inspector, such scholars generally choose some one or other of the more expensive class books. Thus all boys do not necessarily have to buy all the books of their class. Some may hope to obtain one or two books as prizes. The books are very cheap. The dearest book used in a village school is only 8 annas. After a boy has used his book for a year or two, it is not usually in very good preservation, even when as now, the book is private property, and it is the direct interest of the owner to preserve it. If the book were State property, in spite of every care on the part of the teachers, the scholar would be apt to misuse his book. For indigent scholars, Committees might be encouraged to provide a book fund.

The Deputy Commissioner speaks favourably of the exertions of the Head Master of the High School, and of the Head Master of the Jais School. He also mentions with approval the work of the Deputy Inspector. The names of the private gentlemen who have interested themselves in the work of education appear in the last section of my report.

The Commissioner reviews the reports of the Head Master of the High School, and of the Deputy Commissioner. Mr. Carnegy considers that the Head Master of the High School has not sufficiently dwelt upon the proceedings of the Educational Committee. The Commissioner further thinks that all business and statements to be brought before the Local Committee should previous to the meeting be "methodically "arranged and abstracted in English and the Vernacular."

The Commissioner records that on his visits to the High and village schools during the year, he was satisfied with what passed under his observation. The season has been in every respect unfavourable, still there has been in the High School "notwithstanding missionary competition," improvement in every respect, and in the village schools except in fee collections, there has been progress under every head.

The Commissioner further observes, that it is remarkable, that notwithstanding the extension of village primary schools, the indigenous schools should have increased. The increase is, I believe, only apparent; more careful investigation has brought to light other indigenous schools not previously registered. Further the Commissioner thinks, that because Urdú is the language of the Courts, that is perhaps the reason why there is a greater desire to learn Urdú than Nagrí. The Commissioner also remarks :—

"I look with great satisfaction to the additions that the Local "Administration is making, to the Departmental Libraries. It is "obvious that these institutions are being appreciated, and undeniably "they must tend to the development of knowledge and the spread of "civilization. I should in time like to see a small Economic Museum "and Debating Club attached to each High school, and should be glad to "second the Director's efforts in that behalf. The Inspector of this "Circle has certified that good is already following the establishment of "such institutions at Faizabad.

"Comments on the Educational Staff will come better from the "Departmental Officers, but I may be permitted to say that Mr. Walsh's "efficiency secured him the appointment of Officiating Inspector of this "Circle, for some months during the year."

(n.) Sultánpur.

13. The Deputy Commissioner remarks that he can add but little to the reports from the various Educational Officers. The Sadr school he considers to be an excellent institution, and the pupils to be well taught. Generally speaking the people regard the schools with much more favour than previously. Mr. Bradford further thinks that a fair beginning has been made in the education of girls, and reports that the Tahsíldárs have been directed to pay more frequent visits to schools than they have hitherto done. The Commissioner is good enough to remark as follows :—

"The Deputy Commissioner's report is meagre and he has more "especially neglected the instruction to detail the operations of the "District and Sub-Committees, and to notice the names of those gentle-"men who have interested themselves in education, see Rules XVI and "XVII, of the Digest. If the Deputy Commissioner can now supply "any information on these points, he will be asked to do so, and at any "rate, his attention will be drawn to the Chief Commissioner's require-"ments in respect of these Committees, for future guidance; for it is "obvious from the annual reports of the Head master of the Zillah School, "and the Deputy Inspector of the District, that they have not been so "satisfactorily worked as is required.

"The reports to which I have just referred, I have perused with "much interest. They are scarcely as scholastic as one would wish to "see from those who are at the head of the Educational Department of "an important District, but they are full of practical and suggestive "remarks, and show a thorough mastery of all details connected with the "business in hand. The year has been a most unfavourable one for "education ; for we had an unusually rainy season, with tremendous floods, "and cholera has scarcely been absent from the district throughout the "year. It is natural then, that though several schools have been "added, and many more names are on the school registers, the average "daily attendance should not proportionately have increased. In the "circumstances, it is something, to have added to the numbers at all, "and to have kept up the fees to the former standard. For a time, the "schools may be said to have been to a certain extent emptied by the prev-"alence of the scourge to which I have referred, and it was very good "of the Director, at that time, to suggest that the masters should be em-"ployed in distributing medicines. The services of this agency were "thankfully acknowledged by the Civil Surgeon, and myself, in the An-"nual Sanitary Report.

"In company with Mr. Bradford, who has much talent for conduct-"ing examinations, the senior boys of the Zil'a School were put through "their facings, on the occasion of my last visit to Sultánpur, when prizes "were also distributed; and so creditably did the lads acquit themselves, that "I was constrained to add to the number of prizes, one of the recipients "being of, I was glad to see, the cultivating order. In visiting several of "the village schools too, during my tour, I was pleased with what I saw, "and I marked my appreciation on several occasions, to the entire satis-"faction of the boys.

"Female education is no doubt a tree of slow growth, but there is no "question that it has fairly taken root in the Sultánpur District, and we "can afford to wait for the results.

"I will not trouble the Chief Commissioner and Director of Public "Instruction, by reiterating figures, knowing full well that those will "be more satisfactorily treated in the Departmental Reports."

14. Mr. Kavanagh has reported with zest and completeness. I omit those remarks that merely apply to the statistics. The Zil'a School Committee assembled four times, and individual members occasionally inspected the school. The Deputy Commissioner thinks such visits are useful, and desires the Committee to acquaint themselves with the masters and the progress of their pupils. The Tahsíl school of Bíhár the Deputy Commissioner does not think to be in good order. The Head Master has been removed, and his assistant fined. The school will probably be moved to Sangrámgarh, when the Bíhár Tahsíl is removed. (iii) Pratábgarh.

On the Nawábganj aided school, the Deputy Commissioner remarks :—

"I examined this school, and left it better pleased than with any "school I have seen in the district. The cleanliness and neatness are

"gratifying on entering it, and the evident brightness of the boys, and "the popularity of the masters, and the presence and encouragement "given to them by good old Dost Muhammad, Tá'lukdár, make it a favorite "institution with all officers who visit it. The locality chosen for it is "good, and boys go to it from a distance."

The Deputy Commissioner is of opinion that girls' schools would improve, if more competent teachers could be procured. Mr. Kavanagh thinks that if a really competent Mistress could be procured, he might be able to open a good girls' school at Bela. This matter will at once receive attention.

The Deputy Commissioner speaks favourably of the Pattí Tahsíl School, and of the educational work of the Tahsíldárs Jay Narain and Mahmúd-ul-Haq. "The school buildings both at Pattí and Bihár have "been condemned. The village schools, excepting where the Masters "are worthless are making way with the people, and their withdrawal "would be seriously regretted. They should supply in time better "Patwárís and 'more intelligent Chaukídárs.' It is not too early to "advise landholders to look to their rural primary schools for their "village servants."

The Deputy Commissioner thinks that there was considerable progress in education during the year under review. Mr. Kavanagh would have greater attention paid to indigenous schools and considers their statistics should be more accurately ascertained. He would obtain information by the Police "through Chaukídárs at monthly inspections." There are now so many intelligent village school Masters scattered over the district, that they might collect reliable information.

The Deputy Commissioner speaks very unfavourably of the Bihár School Committee; regarding the village Sub-Committees he quotes the remarks of the Deputy Inspector. To become a member of a village School Committee is to receive promotion in society. There is a growing disposition on the part of village School Committees to regard their office as one of importance. The remarks of the Deputy Commissioner regarding the efforts of native gentlemen I give verbatim :—

"Bábús Ajít Singh and Mahesh Bakhsh Singh and Rai Madho "Prashad Singh, have again earned praise for the interest shown by "them in the promotion of education, but I think they might do more "to encourage the schools on their own estates by personal inspection of "them oftener. Bábú Mahesh Bakhsh Singh was educated in the zila "School and has reason to be thankful for it. Dost Muhammad, T'alukdár, "has been of use to the boys and girls' schools at Nawábganj, and "although aged, has attended the District Committees at Bela. Dr. "Hart, Civil Surgeon, visited a few of the village schools in the winter, "and examined them. I cannot pretend that I did any thing particular "myself. I have had too many removals for some years to be able to "make any impression on education, or on anything else."

The Commissioner reviews the report which he considers to be full. Mr. Carnegy appears to think that there has been reasonable progress.

15. The pay and inspection work of controlling officers may be shown as follows :— Controlling Officers, their pay and inspection work.

| Number of Officers. | Pay. | | Number of inspections in 1870-71. | Number of inspections in 1871-72. | Remarks |
|---|---|---|---|---|---|
| | Rs. | Rs. | | | |
| Director of Public Instruction, ... ... 1 | 1,000 to | 1,250 | 175 | 137 | * The Deputy Inspectors, Khori and Gonda draw only Rs. 50 and 60 respectively, out of 60 Rs. per mensem the sanctioned pay of each. They were sanctioned during the year. |
| Inspector of Schools, Eastern Circle, ... 1 | 750 to | 1,000 | 119 | 179 | |
| Ditto Western Circle, 1 | 500 to | 750 | 255 | 265 | |
| Deputy Inspectors, ... 12* | 80 to | 150 each, | 2,691 | 3,510 | |

There are six appointments of Rs. 250 a month or more; four of these appointments are held by Europeans; one of whom, whose parents were domiciled in India, was born in this country. Two of the appointments are held by Hindús. There are 11 appointments, the stipends attached to which vary from 100 to 250 Rs. Two of these appointments are held by gentlemen of European descent and 8 by Hindús. There is no Mahomedan gentleman, I regret to say, holding in the Educational Department of Oudh an appointment so well paid, and there is but one Native Christian holding an office of such pay. All the lower appointments are held by natives of this country. There are in fact 1335 appointments in the Educational Department whose stipends vary from Rs. 6 to Rs. 1250. Only 7 of these appointments are held by European, or by persons of European descent. The 6 higher appointments are divided equally between Europeans and natives of India, if we include in the latter term the children of Europeans domiciled in India.

16. The pay and work of the Deputy Inspectors may be exhibited in detail. The pay and work of Deputy Inspectors of Schools.

| Name. | District. | Grade. | Salary. | Village schools in the District. | Number of inspections made during the year. | Remarks. |
|---|---|---|---|---|---|---|
| | | | Rs. | | | |
| Pundit Sheo Narain, ... | Lucknow, ... | 1st. | 150 | (a) 38 | 356 | (a) Exclusive of 14 Branches. |
| Múnshí, Amin-ud-din, ... | Unáo, ... | 2nd. | 125 | 62 | 308 | |
| Babu Keshab Chandra Deb, ... | Sítápur, ... | 2nd. | 125 | (b) 74 | 394 | (b) Exclusive of 33 Branches. |
| Múnshí Muhammad Hosein, ... | Pratábgarh, ... | 2nd. | 125 | 61 | 259 | |
| Ditto Hanoman Prashad, ... | Bára Banki, ... | 3rd. | 100 | 90 | 400 | |
| Ditto Imdad Hosein, ... | Hardui, ... | 4th. | 80 | 83 | 413 | |
| Ditto Bishambhar Dayal, ... | Faizabad, .. | 4th. | 80 | (c) 68 | 216 | (c) Exclusive of 13 Branches. |
| Ditto Imdad Hosein, ... | Sultánpur, ... | 4th. | 80 | 69 | 304 | |
| Ditto Jugal Kishore, ... | Rai Barelí, ... | 4th. | 80 | 70 | 296 | |
| Pandit Sheo Narain Tiwari, ... | Bharaich, ... | 4th. | 80 | (d) 46 | 300 | (d) Exclusive of 13 Branches. |
| Babu Mohendro Nath Dutt, ... | Gonda, ... | 4th. | * 80 | 35 | 117 | * Rs. 60 per mensem only are drawn out of Rs. 80 the sanctioned amount. |
| Pandit Kesho Prashad Tiwari, ... | Kheri, ... | 4th. | † 80 | 51 | 147 | † Rs. 50, per mensem do., do. |
| Total, ... | ... | ... | ... | (e) 747 | 3,510 | (e) Exclusive of 73 Branches. |

The Deputy Inspector of Hardui again heads the list. He is one of the best inspecting officers I have.

Educational apparatus and results exhibited.

1. Oudh.
2. Madras.
3. Bombay and Sind.
4. British Burma.
5. Mysore.
6. Panjáb.
7. Central Provinces.
8. N. W. Provinces.
9. Bengal.
10. Berar.

Feudatory states Jaipúr, Bhartpúr, Bikanír.

17. During the year 1870-71, a large collection of Educational works, appliances, and specimens shewing the results of teaching, were sent to England for exhibition. 420 groups of specimens were so sent. I did not mention the subject in my last annual review, as the report on the Indian Department of the London International Exhibition for 1871, had not reached me. It has now arrived. It is written by Doctor George Smith, and was forwarded to me by Doctor Forbes Watson, Director of the Indian Department. The specimens seem to have been approved, and the Provinces of India are thus grouped according to the completeness of the collections sent.

## SECTION II A.—FINANCIAL STATISTICS.

The Educational Department made over to the Provincial Administration.

18. This is the first year that the Educational Department has been entirely administered by the Chief Commissioner. In December 1870, that and 7 other Departments were made over to the Local Administration with a fixed Imperial assignment for their support. This Imperial assignment was insufficient to maintain the then existing expenditure in all Departments. The Secretary to the Chief Commissioner estimated the deficit at Rs. 1,55,750. Reduction seemed imminent, but the T'alukdárs agreed to additional taxation, and a new Local Rate was levied under Act XVII of 1871. The proceeds of this Local Rate were for 1870-71, about Rs. 3,62,070.

No reductions were made in the Educational Budget proposals for the year under review, and a sum of Rs. 2,815 or about ¾ per cent. of the total receipts from the New Local Rate were given to support schools. The promotion of education was one of the objects on which the New Local Rate might be spent. In the Budget for the current year Rs. 11,000 are entered as the Local Rate contribution. Of this sum Rs. 5,300 are for buildings and Rs. 5,700 for instruction.

The total sum spent on Education.

19. The total sum spent on Education in 1871-72 may be thus shown. :—

| Heads of charges. | Total expenditure in 1871-72. | | | Percentage. |
|---|---|---|---|---|
| | Rs. | As. | P. | |
| Direction and its subsidiary charges, ... ... ... ... ... | 26,448 | 11 | 3 | 5 3 |
| Inspection and its subsidiary charges, ... ... ... ... ... | 51,434 | 3 | 4 | 10·4 |
| Instruction (including all Educational expenditure not coming under the above heads and disbursed by the Department, and by the Managers of Aided Schools,) | 3,96,320 | 11 | 1 | 84·3 |
| Do., do. Indigenous Schools not disbursed by the Department, ... | 20,418 | 9 | 0 | |
| Total, ... ... | 4,94,622 | 2 | 8 | 100 |

Details of expenditure.

Of this amount Rs. 4,15,635-14-7 were directly administered by the Educational Department. The detailed expenditure was as follows :—

| Heads of Charges | | Expenditure from Provincial Funds omitting the Rural Cess and the special Grants from the New Local Rate &c., &c. | Expenditure from the Educational Rural Cess Fund. | Expenditure from the New Local Rate Fund. | Expenditure from the Municipal Fund. | Expenditure from other sources. | Total Expenditure. | Annual cost of educating each pupil. Total cost. | Annual cost of educating each pupil. Cost to Provincial Funds being proceeds of taxation, omitting Rural Cess collections. |
|---|---|---|---|---|---|---|---|---|---|
| | | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. A. P. | Rs. A. P. |
| Direction, ... ... ... | 1870-71. | 18928 | 292 | ... | ... | ... | 19220 | ... | ... |
| | 1871-72. | 26286 | 163 | ... | ... | ... | 26449 | ... | ... |
| Inspection,... ... ... | 1870-71. | 40749 | 4000 | ... | ... | ... | 44749 | ... | ... |
| | 1871-72. | 46418 | 5016 | ... | ... | ... | 51434 | ... | ... |
| High and Zilá Schools, | 1870-71. | 54147 | 716 | ... | 1173 | 9448 | 65484 | 25 14 3 | 21 6 6 |
| | 1871-72. | 54515 | 122 | ... | 2429 | 9385 | 66451 | 23 4 0 | 19 1 3 |
| Anglo-Vernacular Town Schools. ... | 1870-71. | 19333 | 1006 | ... | ... | 4967 | 25306 | 12 1 2 | 9 3 7 |
| | 1871-72. | 19728 | 2092 | 315 | ... | 5534 | 27669 | 9 5 2 | 6 10 4 |
| Vernacular Town Schools, ... ... ... | 1870-71. | 9878 | 2282 | ... | 895 | 2340 | 15395 | 5 11 0 | 3 10 4 |
| | 1871-72. | 10668 | 3387 | 415 | 1430 | 2204 | 18134 | 5 10 9 | 3 5 5 |
| Village Schools, ... | 1870-71. | ... | 64890 | ... | ... | 5653 | 70543 | 3 4 7 | ... |
| | 1871-72. | ... | 79477 | ... | ... | 6186 | 85663 | 3 2 8 | ... |
| Government Female Schools,... ... ... | 1870-71. | 4919 | 1819 | ... | ... | 121 | 6859 | 5 4 10 | 3 12 10 |
| | 1871-72. | 5978 | 2407 | ... | ... | 192 | 8577 | 5 3 3 | 3 10 0 |
| Jail Schools, ... ... | 1870-71. | ... | ... | ... | ... | 383 | 383 | 4 7 3 | ... |
| | 1871-72. | ... | ... | ... | ... | 360 | 360 | 4 14 9 | ... |
| Normal Schools, ... | 1870-71. | 6000 | 9820 | ... | ... | 55 | 15875 | 113 6 3 | 42 13 8 |
| | 1871-72. | 6180 | 10201 | ... | ... | 108 | 16489 | 96 15 10 | 36 5 8 |
| Private Colleges, ... | 1870-71. | 27173 | ... | ... | ... | 35200 | 62373 | 92 8 8 | 40 5 1 |
| | 1871-72. | 27992 | ... | ... | ... | 31171 | 59163 | 80 0 11 | 37 14 1 |
| Higher Private Schools, ... ... ... | 1870-71. | ... | ... | ... | ... | ... | ... | ... | ... |
| | 1871-72. | 1634 | ... | ... | ... | 2317 | 3951 | 22 7 3 | 9 4 7 |
| Middle Private Schools, | 1870-71. | 16499 | 120 | ... | ... | 18877 | 35496 | 11 14 5 | 7 11 2 |
| | 1871-72. | 15939 | 874 | 834 | 134 | 18859 | 36640 | 10 2 0 | 4 6 9 |
| Lower Private Schools | 1870-71. | 4327 | 513 | ... | ... | 7098 | 11938 | 5 13 3 | 2 1 9 |
| | 1871-72. | b * 839 | 593 | ... | ... | 2439 | b*3871 | 3 5 9 | 0 11 8 |
| Private Female Schools, | 1870-71. | 5308 | ... | ... | ... | 12220 | 17528 | 41 0 7 | 13 5 4 |
| | 1871-72. | 5651 | ... | ... | ... | 15481 | 21132 | 52 13 4 | 14 2 0 |
| Indigenous Schools, | 1870-71. | ... | ... | ... | ... | 11434 | 11434 | 4 4 4 | ... |
| | 1871-72. | ... | ... | ... | ... | 20419 | 20419 | 5 9 11 | ... |
| Prizes, ... ... ... | 1870-71. | 923 | 912 | ... | ... | ... | 1835 | ... | ... |
| | 1871-72. | 2000 | 2150 | ... | ... | ... | 4150 | ... | ... |
| Miscellaneous (Buildings, Repairs &c. &c. | 1870-71. | 1515 | 16909 | ... | 305 | 4252 | 22981 | ... | ... |
| | 1871-72. | 1402 | 17468 | 1000 | ... | 2119 | 21989 | ... | ... |
| Institutions of Science and Art, ... | 1870-71. | 6234 | 4015 | ... | ... | ... | 10249 | ... | ... |
| | 1871-72. | 8740 | 11870 | 221 | ... | ... | 20831 | ... | ... |
| Encouragement of Vernacular Literature, | 1870-71. | ... | ... | ... | ... | ... | ... | ... | ... |
| | 1871-72. | 1250 | ... | ... | ... | ... | 1250 | ... | ... |
| Total, ... Omitting Indigenous Schools, ... | 1870-71. | 215933 | 107294 | ... | 2373 | 100614 | 426214 | ... | ... |
| | 1871-72. | 235220 | 135820 | *(a) 2815 | 3993 | 96355 | 474203 | ... | ... |
| Increase, ... | | 19287 | 28526 | 2815 | 1620 | ... | 47989 | ... | ... |
| Decrease, ... | | .. | ... | ... | ... | 4259 | ... | ... | ... |
| Total, ... Including Indigenous Schools, ... ... | 1870-71. | 215933 | 107294 | ... | 2373 | 112048 | 437648 | ... | ... |
| | 1871-72. | 235220 | 135820 | 2815 | 3993 | 116774 | 494622 | ... | ... |
| Increase, ... | | 19287 | 28526 | 2815 | 1620 | 4726 | 56974 | ... | ... |
| Decrease, ... | | ... | ... | ... | ... | ... | ... | ... | ... |

* (a) This item excludes—Rs. 172-8-0, drawn from the Sítápur Treasury for the improvement of Branch Primary Schools, Anglo-Vernacular and Vernacular Town Schools, Government and Aided, in Zilá Sítápur, about the close of the year 1871-72. The amount in question though drawn from the Treasury has not been spent in consequence of alterations in the New Local Rate Budget, and is in deposit with the Head Master and Deputy Inspector, Sítápur.

* (b) There has been no real decrease under this head. The Statistics of these Schools have now been properly grouped. In the previous year many of the so called Lower Class Private Schools were using the Town Vernacular School Curriculum, and so should have appeared amongst Middle Class Private Schools. They are now so shown. The Middle Class Private School expenditure shows no great increase, because the most expensive of all the Schools, that of Balrámpur, having worked up to the University Entrance Standard, has been transferred to the High School grade.

Omitting the Indigenous School returns it will be seen that the expenditure has increased by Rs. 47,989, that schools under recognized management have increased by 182, and scholars have increased by 12,144. Thus whilst the expenditure has increased by 11 per cent. recognized schools have increased by 23 per cent., and scholars by 30 per cent.

20. The accompanying statement will show under what heads there has been increased or decreased expenditure.

Detailed comparative statement showing variation of expenditure.

| No. | Heads of charges. | Expenditure in 1870-71. | Expenditure in 1871-72. | Remarks. |
|---|---|---|---|---|
| | | Rs. | Rs. | |
| 1 | Provincial Funds omitting the Rural Cess and the special grants from the New Local Rate &c., &c., | 2,15,933 | 2,35,220 | |
| 2 | The Rural Cess, ... ... ... ... | 1,07,294 | 1,35,820 | |
| 3 | The New Local Rate, ... ... ... ... | ... | 2,815 | |
| 4 | Fees in Government Schools, ... ... | 15,655 | 17,227 | |
| 5 | Fees in Aided Schools, ... ... ... | 11,611 | * 10,875 | * This does not include Rs 12,606 from Indigenous Schools. |
| 6 | General Subscriptions, ... ... ... | 64,617 | † 56,586 | † Rs 5,300 were also received from Indigenous Schools in addition to this sum. |
| 7 | Municipal Subscriptions, ... ... ... | 2,373 | 3,993 | |
| 8 | Other sources. ... ... ... ... ... | 8,731 | ‡ 11,667 | ‡ This does not include Rs 2,414 from Indigenous Schools. |
| | Total. ... ... | 4,26,214 | 4,74,203 | |

Under the Head, "Direction," there has been an increase. In 1870-71 the sum spent, was but Rs. 19,220, whereas in 1871-72 it was Rs. 26,449. The increase thus amounted to Rs. 7,229. This increase is owing to the fact that the salary of the Director of Public Instruction was only charged for 9 months in 1870-71, to the additional charge of official postage, to the effect of the grading scheme, to the re-organisation of the office establishment of the Director of Public Instruction, and to the circumstance that a portion of the pay of the Director of Public Instruction for 1870-71, was not brought to account until 1871-72.

Increased charge under the Head, "Direction."

Under the Head, "Inspection," there has also been some increase amounting to Rs. 6,685. This increase is owing to the grading scheme, the appointment of two Deputy Inspectors to Gonda and Kheri, and to the charge for postage.

Increased charge under the Head "Inspection."

The increase under the Head, "Instruction" does not seem to call for any remark, as it is abundantly justified by the improved state of the schools, and the great stride made in primary education during the year. It was within Budget limits. The whole of the increase under zil'a schools is for primary branches.

Increased charge under the Head "Instruction."

21. The decrease in subscription receipts, paid into the Local Treasuries, requires explanation. The decrease may be thus apportioned amongst the several districts :—

Decrease in subscription receipts exclusive of subscriptions for Canning College.

| District. | Collections in. 1870-71. | Collections in. 1871-72. |
|---|---|---|
| | Rs. | Rs. |
| Lucknow, ... ... ... ... ... | 970 | 538 |
| Bára Banki, ... ... ... ... ... | 1,556 | 1,340 |
| Unáo, ... ... ... ... ... | 569 | 490 |
| Sítápur, ... ... ... ... ... | 2,781 | 3,217 |
| Hardui, ... ... ... ... ... | 1,746 | 790 |
| Kheri, ... ... ... ... ... | 2,124 | 1,531 |
| Faizabad, ... ... ... ... ... | 2,675 | 1,983 |
| Gonda, ... ... ... ... ... | 3,765 | 3,399 |
| Bharaich, ... ... ... ... ... | 2,215 | 2,325 |
| Rái Barelí ... ... ... ... ... | ... | ... |
| Sultánpur, ... ... ... ... ... | 199 | 234 |
| Pratábgarh, ... ... ... ... ... | 475 | 406 |
| Total, ... ... | 19,075 | 16,253 |

The total decrease has been Rs. 2,822. Nearly the whole of the decrease occurred in Lucknow, Hardui, Faizabad and Kheri. In the two former districts the T'alukdárs ceased to subscribe under the impression that their subscriptions could be defrayed from the New Local Rate, to which they had voluntarily assented, and a portion of which, it was provided in the Act under which it was levied, should be spent on education. In Kheri the decrease was owing to the progress of the Settlement and the consequent levy of the one per cent. Rural Educational Cess. The detailed statement of subscriptions may be thus given.

| District. | Receipts. Balance on 1st April 1871. | Subscriptions collected in 1871-72. | Government Grants in Aid carried to credit of fund in the year. | Other receipts. | Total. | Expenditure. On account of zil'a and Tahsili Schools. | On account of Aided and Private Schools. | Buildings and miscellaneous charges. | Total. | Balance on 31st March 1872. | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Rs | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. D. B. | |
| Lucknow, ... | 22 | 538 | ... | ... | 560 | 327 | ... | 243 | 570 | 10 | |
| Bára Banki, ... | 765 | 1,340 | 1,448 | ... | 3,553 | 1,215 | 2,020 | 259 | 3,494 | 59 | |
| Unáo, ... ... | 41 | 490 | ... | ... | 531 | 528 | ... | ... | 528 | 3 | |
| Sítápur, ... | 3,741 | 3,217 | 2,035 | 69 | 9,062 | 300 | 4,070 | 371 | 4,741 | 4,321 | |
| Hardui, ... | 637 | 790 | 1,244 | 224 | 2,895 | ... | 2,288 | 367 | 2,655 | 240 | |
| Kheri, ... ... | 202 | 1,531 | ... | 25 | 1,758 | 649 | 825 | 61 | 1,535 | 223 | |
| Faizabad, ... | 4,332 | 1,983 | 1,135 | ... | 7,450 | 734 | 2,108 | ... | 2,842 | 4,608 | |
| | D. B. | | | | | | | | | | |
| Gonda, ... | 348 | 3,399 | 444 | 270 | 3,765 | 964 | 1,568 | 357 | 2,889 | 876 | |
| Bharaich, ... | ... | 2,325 | 1,141 | ... | 3,466 | ... | 3,241 | 225 | 3,466 | ... | |
| Rái Barelí, ... | 1,289 | ... | ... | ... | 1,289 | 390 | ... | ... | 390 | 899 | |
| Sultánpur, ... | 352 | 234 | ... | ... | 586 | .. | ... | 186 | 186 | 400 | |
| Pratábgarh. ... | 5,636 | 406 | ... | ... | 6,042 | 240 | ... | 50 | 290 | 5,752 | |
| Total, ... | 16,669 | (a) (b) 16,253 | 7,447 | 588 | 40,957 | 5,347 | 16,120 | 2,119 | 23,586 | 17,371 | |

(a.) Excludes subscriptions to Canning College Rs 32,574.
Ditto. ditto. to Balrámpur School Rs. 2,723.
Ditto. ditto. to Mahmúdabád School Rs. 1,050.

Total. ... 36,347

(b.) This only includes the subscriptions that pass through the hands of Deputy Commissioners, and therefore cannot be compared with the entry in para 20.—That entry includes all subscriptions excluding those for Indigeneous Schools.

Slight increase in the sum of subscriptions.

22. It will be seen that the total subscriptions, exclusive of all sums paid by Missionary bodies, was Rs. 52,600

In 1870-71 the total subscriptions amounted to Rupees 52,107. Thus the total subscription receipts show an increase. The increase under Canning College receipts is owing to the revised Settlement.

23. The fee collection statement continues to be favourable. It is as follows :— Fee receipts.

| Year. | Fees collected. | Increase on preceding year | Remarks. |
|---|---|---|---|
| | Rupees | Rupees | |
| 1865-66, .. ... ... | 10,804 | ... | |
| 1866-67,... ... ... | 12,417* | 1,613 | * Calculated for 12 months. |
| 1867-68, .. ... ... | 17,294 | 4,817 | |
| 1868-69, .. ... ... | 21,569 | 4,275 | |
| 1869-70, .. ... ... | 24,429 | 2,860 | † Government and Aided Schools, Rs. 27,266, Indigenous Schools, 7,959. |
| 1870-71, .. . ... ... | 35,225† | 10,796 | |
| 1871-72, .. ... ... | 40,708‡ | 5,483 | ‡ Government and Aided Schools, 28,102, Indigenous Schools 12,606. |

The increase apparently is not so large during the year under review as in the preceding year, simply because the Indigenous Schools were during that year for the first time included in our Statement. In reality the increase in fee receipts is greater for 1871-72 than it was for 1870-71.

24. Besides this expenditure there was an expenditure from the Public Works Department of Rs. 21,297-15-9, for new School buildings and repairs. Expenditure on School buildings debitable to Provincial Educational Funds, omitting the Rural Cess Fund.

The building statement is given below :—

*Statement showing the expenditure of public money during the year* 1871-72, *on Educational buildings.*

| Expenditure from Department Public Works Budget. | Amount. | | | Expenditure from Educational Budget. | Amount. | | |
|---|---|---|---|---|---|---|---|
| | Rs. | As. | Ps. | | Rs. | As. | Ps. |
| (a.) Repairs, .. ... | 7,021 | 8 | 8 | (d.) Repairs to Government buildings, .. | 1,128 | 9 | 10 |
| (b.) Minor Works (up to Rs. 2,500 each,) .. | 4,156 | 1 | 6 | (e.) Minor Government buildings, ... | 125 | 0 | 0 |
| (c.) Larger Works (above Rs. 2,500 each,) | 10,120 | 5 | 7 | (f.) Minor Grants-in-Aid (Rs. 1,000 and under,) .. | 118 | 9 | 8 |
| | | | | (g.) Larger Grants (above Rs. 1,000) .. | 0 | 0 | 0 |
| Total from P. W. D. Budget. .. | 21,297 | 15 | 9 | Total from Educational Budget. .. | 1,402 | 3 | ·6 |

The entire sum expended by the Educational Department is shown in the detailed expenditure given in para 19.

25. I may remark that the cost to the Provincial Funds of educating each pupil has very largely decreased in all descriptions of Schools save in Private Female Schools. In these Schools the cost has slightly increased owing to the additional aid given to the Zenana Mission Agency. The cost of educating each pupil has decreased.

26. I may state here once for all, that the distinction required by the annual returns of cost to Government and total cost of educating each pupil seems now to be out of place. The tables should now show only cost to Provincial Funds other than Fee and Subscription Funds, and total cost. The annual return headings require amendment.

27. The Cess Expenditure may be thus shown :— Rural Cess Expenditure.

| District. | Receipts. | | | | | Expenditure. | | | | | | Balance on 31st March 1872. | Remarks. * The following are the details of the entries under the Head, Buildings. | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Balance on 1st April 1871. | Collections of Cess during the year 1871-72. | Receipts from sale of books. | Other receipts. | Total. | For the Normal School. | Salaries. | Buildings.* | Contingencies. | Scholarships. | Total. | | | | |
| | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | D. B. Rs | Rent. Rs. | Repairs. Rs. | New buildings Rs. |
| Lucknow, .. ... ... ... | 1,643 | 6,792 | 483 | 823 | 9,741 | 650 | 6,560 | 1,428 | 1,449 | 100 | 10,187 | 446 | 100 | 548 | 780 |
| Bára Bankí, ... .. ... | 7,586 | 1,6048 | 333 | ... | 23,967 | 1,500 | 9,967 | 3,009 | 1,953 | 53 | 16,482 | 7,485 | 134 | 600 | 2,275 |
| Unáo, ... ... ... ... | 2,952 | 13,678 | 856 | 64 | 17,550 | 1,100 | 9,911 | 2,420 | 1,800 | 58 | 15,289 | 2,261 | 300 | 2,120 | ... |
| Sítápur,... ... ... ... | 2,564 | 12,289 | 683 | 189 | 15,725 | 1,020 | 7,448 | 1,175 | 2,296 | 90 | 12,029 | 3,696 | 71 | 400 | 704 |
| Hardui, ... ... ... ... | 4,843 | 14,743 | 1,116 | 98 | 20,800 | 1,300 | 11,423 | 1,243 | 2,295 | 108 | 16,369 | 4,431 | 110 | 484 | 649 |
| Kheri, ... ... ... ... | 2,067 | 6,066 | 128 | 69 | 8,330 | 500 | 3,391 | 687 | 1,391 | 36 | 6,005 | 2,325 | 1 | 311 | 375 |
| Faizabad, ... ... ... ... | 2,753 | 12,033 | 982 | 307 | 16,075 | 1,000 | 7,581 | 1,613 | 1,914 | 208 | 12,316 | 3,759 | 63 | 300 | 1,250 |
| Gonda, ... ... ... ... | 438 | 3,755 | 249 | ... | 4,442 | 400 | 873 | 442 | 694 | ... | 2,409 | 2,033 | 13 | 12 | 417 |
| Bharaich, ... ... ... ... | 6,813 | 10,010 | 621 | 9 | 17,453 | 600 | 5,318 | 1,955 | 1,660 | 29 | 9,562 | 7,891 | 40 | 200 | 1,715 |
| Rái Barelí, ... ... ... | 6,711 | 12,647 | 402 | ... | 19,760 | 1,040 | 8,368 | 2,274 | 1,718 | 301 | 13,701 | 6,059 | 224 | 392 | 1,658 |
| Sultánpur, .. ... ... ... | 3,252 | 12,397 | 447 | ... | 16,096 | 960 | 7,158 | 1,606 | 1,242 | 192 | 11,158 | 4,938 | 95 | 75 | 1,436 |
| Pratábgarh, . . ... | 7,610 | 9,706 | 410 | 20 | 17,746 | 1,000 | 6,693 | 818 | 1,601 | 20 | 10,313 | 7,433 | 52 | 72 | 694 |
| Total, ... | * 49,232 | 1,30,164 | 6,710 | 1,579 | 1,87,685 | 11,070 | 84,691 | 1,8670 | 20,013 | 1,376 | 1,35,820 | 51,865 | 1,203 | 5,514 | 11,953 |

* This entry differs from that shewn in the last Annual Educational Report by Rs 823, in consequence of the same amount having been transferred from the Bára Bankí balance to the Lucknow Rural Cess Fund. The transference was made owing to a rectification of boundaries, when certain school buildings erected from the Lucknow Rural Cess were made over to Bára Bankí.

In Bára Banki and Hardui the balances were considerable. But the actual receipts were all expended. In Gonda, Bharaich and Sultánpur a sum less than the receipts was expended owing principally to the difficulty of providing good school-masters for the numerous new schools that were opened, and to the continual rains that prevented the commencement of building operations until late in the season. The Rural Cess Budget balance was estimated at Rs. 31,199. The actual balance is Rs. 51,865. There is thus an additional unexpended sum of Rs. 20,666. Under buildings there was a saving of Rs. 2,107, under scholarships a saving of Rs. 2,379, and under salaries a saving of Rs. 13,777. The savings under the last head occurred in all districts save those of Hardui, Unáo and Lucknow. There was apparently a trifling excess expenditure in Lucknow. But this trifling excess was occasioned by the transfer of a small sum to another fund to clear off an unadjusted item, to the fact that the Cess collections were less then the estimated receipts, and to the pay of the Local Fund clerk for which provision was not made in the Budget and which in future years will not, under orders of the Accountant General, be debited to the Educational Cess, but will be borne on the General Local Funds accounts.

The Scholarship Examination did not take place until November Hence the savings under the head, Scholarships.

## SECTION II. B.—General Statistics.

28. The prescribed statement is given below :— Table of General Statistics, with remarks.

| Heads. | | Number of Institutions. | Number of pupils on rolls at close of the year | Average number of pupils on rolls during the year | Average attendance during the year. | Remarks. |
|---|---|---|---|---|---|---|
| Zil'a Schools, ... ... | 1870-71, | 11 | 2,626 | 2,529 | 2,139 | |
| | 1871-72, | 11 | 3,096 | 2,858 | 2,455 | |
| Anglo-Vernacular Town Schools, ... ... ... | 1870-71, | 18 | 2,214 | 2,096 | 1,678 | |
| | 1871-72, | 19 | 3,180 | 2,968 | 2,403 | |
| Vernacular Town Schools, ... | 1870-71, | 33 | 2,709 | 2,706 | 2,061 | |
| | 1871-72, | 33 | 3,454 | 3,213 | 2,525 | |
| Village Schools, ... ... | 1870-71, | 575 | 23,270 | 21,445 | 16,562 | |
| | 1871-72, | 747 | 31,525 | 27,076 | 21,046 | |
| Government Female Schools, | 1870-71, | 69 | 3,969 | 1,293 | 1,056 | |
| | 1871-72, | 81* | 1,908 | 1,619 | 1,307 | *Excludes 7 Schools abolished during the year. |
| Jail Schools, ... ... ... | 1870-71, | 2 | 118 | 86 | 85 | |
| | 1871-72, | 2 | 66 | 73 | 64 | |
| Normal Schools, ... ... | 1870-71, | 2 | 141 | 140 | 126 | |
| | 1871-72, | 5 | 187 | 170 | 162 | |
| Private Colleges, ... ... | 1870-71, | 1 | 730 | 674 | 562 | |
| | 1871-72, | 1 | 720 | 739 | 623 | |
| Private Schools of the higher Class, ... ... ... | 1870-71, | 0 | 0 | 0 | 0 | |
| | 1871-72, | 1 | 200 | 176 | 140 | |
| Middle Private Schools, ... | 1870-71, | 22 | 2,124 | 2,142 | 1,610 | |
| | 1871-72, | 36 | 3,983 | 3,619 | 2,751 | |
| Lower do. do., ... | 1870-71, | 42 | 2,160 | 2,047 | 1,584 | |
| | 1871-72, | 24 | 1,222 | 1,151 | 876 | |
| Private Female Schools, ... | 1870-71, | 16 | 387 | 398 | 310 | |
| | 1871-72, | 13 | 451 | 400 | 312 | |
| Indigenous Schools, ... ... | 1870-71, | 507 | 4,257 | 2,912 | 2,699 | |
| | 1871-72, | 568 | 4,604 | 3,632 | 2,940 | |
| Total, Omitting Indigenous Schools, | 1870-71, | 791 | 37,848 | 35,556 | 27,773 | |
| | 1871-72, | 973† | 49 992 | 44,092 | 34 664 | †Vide remarks above |
| Increase, ... | | 182 | 12 144 | 8,536 | 6,891 | |
| Total, Including Indigenous Schools, | 1870-71, | 1,298 | 42,105 | 38,468 | 30,472 | |
| | 1871-72, | 1,541‡ | 54 596 | 47 724 | 37,604 | ‡Vide remarks above. |
| Increase, ... | | 243 | 12,491 | 9,256 | 7,132 | |

Increase of Schools and Scholars.

Disregarding both the Indigenous and Jail schools, we find that the number of schools has increased from 789 to 971, the pupils from 37,730 to 49,926, and the average attendance from 27,688 to 34,600. The schools have increased by 22 per cent., the scholars by 32 per cent., and the average attendance by 25 per cent.

If Jail and Indigenous schools are included, then the number of schools has increased from 1,298 to 1,541, the scholars from 42,105 to 54,596, and the average attendance from 30,472 to 37,604. The increase is very considerable. It has occurred almost entirely in Government and Aided schools under recognized management. Indigenous schools shew but an increase of 347 scholars, and this increase is due rather to the increased number of Indigenous schools registered, than to any increase in known schools. If Government schools be alone considered, then the schools have increased by 188, and the pupils by 10,969.

Professions of parents and Guardians of pupils.

29. The statement of professions is as follows. :—

| 1 | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Talukdárs. | Zamindars including Lambardars, Patidars and Thekedars &c. | Patwáris and Qanungoes | Cultivators | Total. | Government servants. | Private servants | Total. | Professional men, such as Pandits, Maulavis, Hakims, Writers, &c &c. | Treding class, including Bankers, Merchants, Shopkeepers &c &c | Artizans and Manufacturers, as Smiths, Carpenters, Weavers, &c. &c | Others. | Grand Total. |
| Pupils (omitting Indigenous schools) | 1870-71, | 91 | 5,918 | 2,144 | 10,646 | 18,802 | 2,324 | 4,172 | 6,496 | 2,407 | 5,575 | 2,835 | 1,733 | 37,848 |
| | 1871-72, | 114 | 8,165 | 2,621 | 14,821 | 25,721 | 2,835 | 4,608 | 7,443 | 3,065 | 6,758 | 4,315 | 2,690 | 49,992 |
| Pupils(including Indigenous schools.) | 1870-71, | 112 | 6,381 | 2,354 | 11,503 | 20,350 | 2,485 | 4,489 | 6,974 | 2,686 | 6,384 | 3,079 | 2,632 | 42,105 |
| | 1871-72, | 127 | 8,655 | 2,863 | 15,380 | 27,025 | 3,157 | 5,069 | 8,226 | 3,360 | 7,568 | 4,640 | 3,777 | 54,596 |

The increase is general, but the cultivating classes and artizans, weavers, and other skilled craftsmen seem principally to have availed themselves of the instruction offered. The trading classes even show an increase, but they are still but poorly represented.

The caste and religion of pupils.

30. The caste and religion of pupils may be thus exhibited.

| 1 | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Hindús. | | | | | | | | | |
| | | Christians | Brahmans | Chattries. | Bais and Kayaths. | Sudras. | Total Hindús. | Mahomedans. | Others. | Grand Total. | Remarks. |
| Pupils omitting (Indigenous schools.) | 1870-71 | 218 | 9,746 | 4,891 | 8,236 | 5,560 | 28,433 | 9,124 | 73 | 37,848 | |
| | 1871-72 | 238 | 12,503 | 6,608 | 10,123 | 7,999 | 37,233 | 12,436 | 85 | 49,992 | |
| Pupils (including Indigenous schools) | 1870-71 | 218 | 1,0139 | 5,192 | 9,351 | 6,561 | 31,251 | 10,563 | 73 | 42,105 | |
| | 1871-72 | 238 | 13,143 | 6,871 | 11,236 | 9,165 | 40,355 | 13,918 | 85 | 54,596 | |

Mahomedans in Oudh avail themselves more largely than Hindús of the means of instruction

Thus whilst Hindús number 40,355, Mahomedans number 13,918. Therefore the Mahomedan scholars form more than one-fourth of the entire number of pupils. Yet barely 10 per cent. of the population of Oudh are Mahomedans. In proportion to the population, then, the

Mahomedans attending Government and other schools are twice as numerous as the Hindús. I had a Directory prepared about two years ago, shewing the names and acquirements of all Educational Officers in Oudh, in receipt of more than Rs. 6 a month. There were then 917 such employees, of whom 259 were Mahomedans. There are now 1335 Educational Officers drawing more than Rs. 6 monthly. A considerable number probably more than one-fourth are Mahomedans. But I have no exact returns. Regarding the whole question of Mahomedan education, I do not know that I can say more than in the letter I had the honor to address to you on the subject in September 1871. That letter is given in the Appendix. The number of pupils under instruction in Government and Aided schools has increased so much, that it has even affected the percentage. Last year but 2 per cent. of the entire child population of a school-going age, that is between the years of 6 and 14 were under instruction. Now there are 2½ per cent. The work that remains to be done is enormous. Even if we include the Indigenous School Statistics, we still only have about 3 per cent. of the school-going population under instruction. But these figures are hardly reliable. For girls between 6 and 14 are not really in this country of a school-going age. I should say that only girls between 6 and 10 could go to school, even if the education of girls were more general than it is. If we omit all girls from our returns, possibly 5 per cent. of boys of a school-going age are under instruction. Or out of every 100 boys 95 are growing up in ignorance.

## SECTION III.—Universities and Government Colleges.

31. The University of Calcutta will test Middle Class Vernacular Education. The first examination will take place in November 1873. The questions will be prepared in Calcutta. But the examinations will be conducted and papers valued by Provincial Examiners. Each candidate is to pay a fee of Rs. 3. Eighty per cent. of the Provincial receipts will be given as fees to the Provincial Examiners, and 20 per cent. will be made over to the University Chest.

University Middle Class Vernacular examination.

32. There is still no Government College in Oudh. The report on Canning College will be found in Section 6 A. and the Principal's report is in appendix D. of this report. Our High Schools met with fair success at the Matriculation Examination, though the results are not so good as I anticipated. As remarked by the Vice Chancellor in his annual address, the Standard for Matriculation was probably raised, as the proportion of failures to success was much greater at the last examination than at the previous examination. In 1870 the percentage of failure was but 43 per cent., in 1871 it was 60 per cent. of all the candidates submitted by all the Provinces.

There is no Government College in Oudh.

Remarks on the Matriculation Examination of the Calcutta University.

33. The comparative results for Oudh are shewn for the past 6 years.

Results of the Calcutta University Examinations in Oudh.

| Year. | Entrance Examination | | First Arts' Examination. | | Bachelor of Arts' Examination. | | Master of Arts' Examination. | |
|---|---|---|---|---|---|---|---|---|
| | Number of candidates. | Number who passed. | Number of candidates. | Number who passed. | Number of candidates. | Number who passed. | Number of candidates. | Number who passed. |
| 1866 | 23 | 6 | . | .. | .. | .. | .. | .. |
| 1867 | 17 | 15 | . | .. | .. | .. | .. | .. |
| 1868 | 38 | 31 | 3 | 3 | .. | .. | .. | .. |
| 1869 | 32 | 20 | 3 | 2 | .. | .. | .. | .. |
| 1870 | *57 | *40 | 10 | 6 | 2 | 1 | .. | .. |
| 1871 | †78 | †33 | 14 | 5 | 2 | 2 | 1 | 1 |

* Includes four students from La Martiniere College. † Includes five students from La Martiniere College.

The Government High Schools in Oudh, passed 19 candidates for matriculation or one more than last year. The decrease in the number of candidates who successfully matriculated is owing to the failure of very many of the Canning College scholars. The Principal in his report fully discusses their failure.

The Oudh Results compared with the results in other Provinces.

34. The comparative results of High Schools and College education as tested by the University are thus shown :—

| | | Entrance. | | First Arts. | | Bachelor of Arts. | | M. A. | |
|---|---|---|---|---|---|---|---|---|---|
| | | Went up. | Passed. | Went up | Passed. | Went up. | Passed. | Went up. | Passed. |
| N. W. P. | 1870-71 .. | 153 | 105 | 38 | 24 | 5 | 4 | 0 | 0 |
| | 1871-72 .. | 179 | 95 | 31 | 18 | 1 | 0 | 1 | 0 |
| Panjáb. | 1870-71 .. | 71 | 50 | 20 | 15 | 4 | 1 | 0 | 0 |
| | 1871-72 .. | 81 | 33 | 21 | 4 | 8 | 3 | 2 | 2 |
| Oudh. | 1870-71 .. | 57 | 40 | 10 | 6 | 2 | 1 | 0 | 0 |
| | 1871-72 .. | 78 | 33 | 14 | 5 | 2 | 2 | 1 | 1 |

Results for each High School and College

35. The success or failure of the several High Schools and Colleges is thus shewn :—

| Names of Institutions. | Entrance Examination, 1871. | | | | | | | | | First Examination in Arts 1871. | | | | | | | | | | B. A. Examination 1872. | | | M. A. Examination. | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Passed in the | | | Failed in | | | | | | Passed in the | | | Failed in | | | | | | | Passed in the | | | Passed in the |
| | Number of candidates. | First Division. | Second Division. | Third Division. | English. | Second Language. | History & Geography. | Mathematics. | Absent. | Number of candidates. | First Division. | Second Division. | Third Division. | English. | Second Language. | History. | Mathematics. | Philosophy. | Absent. | Number of candidates. | First Division. | Second Division. | Number of candidates. | First Division. |
| **Govt. Institutions.** | | | | | | | | | | | | | | | | | | | | | | | | |
| Bára Banki Zil'a School, | 6 | ... | ... | 1 | 4 | ... | 5 | 4 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Unáo, ditto, ... | 5 | ... | 2 | 1 | 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Sítápur, ditto, ... | 3 | ... | ... | ... | 2 | ... | 3 | 3 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Hardui, ditto, ... | 7 | 2 | 2 | ... | 2 | ... | 2 | 2 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Lakhimpur, ditto, ... | 4 | 1 | 2 | ... | ... | ... | ... | 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Faizabad, ditto, ... | 14 | 1 | 3 | 1 | 6 | ... | 7 | 7 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Ráí Bareli, ditto, ... | 3 | ... | 1 | 1 | 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Sultánpur, ditto, ... | 3 | ... | 1 | ... | 2 | 1 | ... | 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Gonda, ditto, ... | 4 | ... | ... | ... | 2 | 2 | 2 | 2 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Total, ... | 49 | 4 | 11 | 4 | 20 | 3 | 19 | 20 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| **Private Institutions.** | | | | | | | | | | | | | | | | | | | | | | | | |
| Canning College, ... ... | 22 | 3 | 3 | 1 | 10 | 3 | 11 | 8 | ... | 14 | ... | 3 | 2 | 8 | 5 | 3 | 4 | 4 | 1 | 2 | 1 | 1 | 1 | 1 |
| La Martiniere ditto, ... | 5 | 2 | 3 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Balrámpur School, ... ... | 2 | 1 | ... | 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Total, ... ... | 29 | 6 | 6 | 2 | 10 | 3 | 11 | 8 | ... | 14 | ... | 3 | 2 | 8 | 5 | 3 | 4 | 4 | 1 | 2 | 1 | 1 | 1 | 1 |
| Grand Total, ... | 78 | 10 | 17 | 6 | 30 | 6 | 30 | 28 | ... | 14 | ... | 3 | 2 | 8 | 5 | 3 | 4 | 4 | 1 | 2 | 1 | 1 | 1 | 1 |

36. Canning College results may be thus compared with the results of Colleges in the North Western Provinces.

Canning College results compared with the results of Colleges in the North Western Provinces.

| College. | Year. | M. A. | B. A. | F. E. A. | Entrance. | Total. |
|---|---|---|---|---|---|---|
| Agra, ... ... | 1871-72 | 0 | 0 | 2 | 8 | 10 |
| Bareli, ... ... | | 0 | 0 | 7 | 9 | 16 |
| Benares, ... ... | | 0 | 0 | 4 | 9 | 13 |
| Ajmere, ... ... | | 0 | 0 | 0 | 4 | 4 |
| Canning, ... ... | | 1 | 2 | 5 | 7 | 15 |

## SECTION IV.—Government Schools.

37. The prescribed statement is as follows :—

Statistics of Government schools.

| Description of Institutions. | Number of Institutions | Number on the rolls at the close of the year. | Average number of pupils on rolls during the year. | Average daily attendance during the year. | Total expenditure. From Imperial Funds. | Total expenditure. From Local Funds | Remarks. |
|---|---|---|---|---|---|---|---|
| Government. | | | | | Rs. | Rs. | |
| Schools of the Higher Class, Superior Zil'a Schools, ... | 8 | 2,340 | 2,156 | 1,870 | 44,006 | 9,239 | (a) Not including 7 schools closed during the year. |
| Schools of the Middle Class, Inferior Zil'a Schools, .. | 3 | 756 | 702 | 585 | 10,509 | 2,697 | |
| Schools of the Middle Class, Anglo-Vernacular Town Schools, ... | 19 | 3,180 | 2,968 | 2,403 | 19,728 | 7,941 | (b.) Not including scholars belonging to 7 schools closed during the year. |
| Schools of the Middle Class, Vernacular Town Schools, | 33 | 3,454 | 3,213 | 2,525 | 10,667 | 7,467 | |
| Schools of the Lower Class, Village Schools, .. | 747 | 31,525 | 27,076 | 21,046 | .. | 85,663 | (c) In the expenditure columns the cost of the 7 schools closed during the year *is included.* |
| Jail Schools, ... ... ... ... ... | 2 | 66 | 73 | 64 | ... | 360 | |
| | (a.) | (b.) | | | (c.) | | |
| Female Schools, ... .. ... ... ... | 81 | 1,908 | 1,649 | 1,307 | 5,977 | 2,600 | |
| Normal Schools, ... ... ... ... ... | 5 | 187 | 170 | 162 | 6,180 | 10,309 | |
| Total, ... .. | 898 | 43,416 | 38,007 | 29,962 | 97,067 | 1,26,276 | |

Schools have increased by 188, scholars by 10,969, and the average attendance by 6,255. The average number of boys per school is 48, last year it was 45, The percentage of average attendance is 78, and remains the same as last year. The average cost per school is Rs. 248, last year it was 281. The number of High Schools remains the same as in the previous year. The Anglo-Vernacular Middle Class Schools have increased by that of Kakori, to which an Aided English Department has been attached, under the circumstances described in para. 64, and one school, that of Náwábganj, has been raised to the Vernacular Town School grade. Village schools have increased by Rs. 172, the progress of the settlement having allowed us to open additional schools, and to commence the establishment of a system of primary

Increase in Middle Class Schools.

Increase in village schools.

rural education in Gonda and Kheri. The increase in scholars, the improvement of the average attendance, the decreased cost per scholar, and the collection of fees have in all schools more than kept pace with the number of additional schools opened.

Increase in girls' schools.

The number of girls' schools has risen from 69 to 81, and the number of pupils from 1369 to 1908. We now have an average number of 23 girls per school, last year the average number per school was 20. The percentage of average attendance to the number enrolled is about 79.

Increased expenditure in High schools caused by the addition of primary ancillary schools.

Expenditure on middle class schools.

Expenditure on schools for girls.

Schools for training masters and mistresses.

Total increase of expenditure on Govt. schools.

The results compared with those of the previous year.

High schools shew a slight increase of expenditure. The increase was caused by the addition of aided primary departments or branches, two-thirds of the cost of which were debited to Local Funds and one-third to the Government. The increase is thus for primary, not for secondary education. Middle Class Schools show a trifling increase of expenditure—Rs. 4,601, spread over 55 schools. This is principally owing to the establishment of branches for primary education, and to the added Aided English Branch of the Kakori School. The expenditure on girls' schools shows a slight increase of Rs. 1,718, but the cost of each school has diminished from Rs. 99 to 97. The Normal Schools are entered as five. But there is only one regular Normal School, and the other four are merely Normal Classes attached to Girls' Schools. There is one such Normal Class in Lucknow, to provide for vacancies in the Lucknow Girls' Schools, another Normal Class at Malihábád, in which are sixteen students, a third in the same town for Hindú women, and a fourth at Pihání. The total increase of expenditure has been Rs. 23,498. But then, as stated above, there has been an addition of 188 schools and 10,969 pupils. The increase is only Rs. 125 for each new school, or about Rs. 10½ a month for each school established. If the pupils be considered, then the increase is but Rs. 2-2-3 per annum for each pupil. The results of 1871-72 may be thus compared with those of 1870-71. I would remark however that since the entire finance of the Department of Public Instruction has been placed under the control of the Local Government, the distinction between total cost and cost to Government, seems unnecessary :—

| Year. | Number of Institutions. | Number on the rolls at the close of year. | Average number of pupils on rolls during the year. | Average daily attendance. | Total expenditure. | | Remarks. |
|---|---|---|---|---|---|---|---|
| | | | | | From Imperial Funds. | From Local Funds. | |
| 1870-71, .. | 710 | 32,447 | 30,295 | 23,707 | 94,277 | 1,05,568 | Since the Educational Department is now under provincial management, the distinction between Imperial expenditure and Local expenditure is meaningless. |
| 1871-72, .. | 898 | 43,416 | 38,007 | 29,962 | 97,067 | 1,26,276 | |
| Increase, .. | 188 | 10,969 | 7,712 | 6,255 | 2,790 | 20,708 | |

The results seem to show that the additional expenditure has been judicious, and that due regard has been paid to economy.

38. The Fee collections may be thus shown :— Fee Statement.

| Description of Institutions. | Rates charged. | Amount of fees collected. During 1870-71. | Amount of fees collected. During 1871-72. | Remarks. |
|---|---|---|---|---|
| | | Rs. | Rs. | |
| Zil'a schools, including Branch schools. | 6 pies to 6 Rupees, | 7,009 | 7,476 | |
| Town schools, including Branch schools. | 3 pies to 2 do., | 2,993 | 3,565 | |
| Village (lower) schools, | 3 pies to 4 do., | 5,653 | 6,186 | |
| Total, .. | 3 pies to 6 Rupees, | 15,655 | 17,227 | |

Here too there has been improvement. The percentage of increase in 1870-71 was five, and in 1871-72, it was 10. As the past year has not been a prosperous year for the rural population of Oudh; the increase in Fee collections may perhaps be approved.

## SECTION IV.—A. Zil'a Schools.

39. Of the eleven zil'a schools in Oudh, only eight have actually passed students at the Calcutta University Entrance Examination. So properly speaking there are only eight High schools in Oudh. The remaining three schools are however, gradually working up to the required status. Indeed had not the standard of the Entrance Examination been somewhat higher this year than in former years, Gonda would now be classified as a High School. There remain but Bharaich, and Pratábgarh. The changes that have been effected this year will, it is hoped, expedite the time when they may attain to the necessary rank. The Statistics of zil'a schools.

The statistics of the zil'a schools are as follows :—

| Names of Institutions. | | Number of pupils on rolls at close of the year. | Average number of pupils on rolls during the year. | Average daily attendance during the year. | Percentage of average attendance to average number of pupils on rolls. | Amount of fees collected during the year. | Total expenditure. | Expenditure from Imperial Funds. | Cost per pupil. Total cost. | Cost per pupil. Cost to Government. | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Rs. | Rs. | Rs. | Rs. as. ps. | Rs. as. ps. | |
| Bára Banki, ... | 1870-71 | 247 | 220 | 188 | 85 | 595 | 4,976 | 4,120 | 22 9 10 | 18 11 8 | |
| | 1871-72 | 298 | 267 | 233 | 87 | 651 | 5,678 | 4,643 | 21 4 3 | 17 6 3 | |
| Unáo ... | 1870-71 | 250 | 242 | 194 | 80 | 518 | 5,790 | 4,752 | 23 14 9 | 19 10 1 | |
| | 1871-72 | 282 | 272 | 219 | 80 | 526 | 5,981 | 5,058 | 21 15 10 | 18 9 6 | |
| Sítápur, ... | 1870-71 | 214 | 196 | 171 | 90 | 784 | 6,168 | 4,764 | 31 7 6 | 24 4 11 | |
| | 1871-72 | 307 | 273 | 242 | 90 | 833 | 6,552 | 4,928 | 24 0 0 | 18 0 11 | |
| Hardui, ... | 1870-71 | 187 | 173 | 150 | 87 | 426 | 4,957 | 4,331 | 28 15 5 | 25 0 6 | |
| | 1871-72 | 234 | 206 | 182 | 88 | 413 | 5,004 | 4,328 | 24 4 7 | 21 0 1 | |
| Lakhimpur, ... | 1870-71 | 158 | 158 | 128 | 80 | 376 | 4,464 | 3,932 | 28 4 0 | 24 14 2 | |
| | 1871-72 | 169 | 158 | 139 | 88 | 401 | 4,547 | 3,990 | 28 12 5 | 25 4 1 | |
| Faizabad, ... | 1870-71 | 517 | 506 | 444 | 88 | 1,380 | 13,398 | 11,172 | 26 7 7 | 22 1 3 | |
| | 1871-72 | 593 | 540 | 497 | 92 | 1,656 | 13,681 | 11,239 | 25 4 11 | 20 13 0 | |
| Gonda, ... | 1870-71 | 313 | 292 | 262 | 90 | 667 | 4,483 | 3,350 | 15 5 7 | 11 7 6 | |
| | 1871-72 | 320 | 299 | 264 | 88 | 662 | 4,651 | 3,540 | 15 8 10 | 11 3 7 | |
| Bharaich, ... | 1870-71 | 211 | 207 | 171 | 83 | 579 | 5,830 | 4,913 | 28 2 7 | 23 11 9 | |
| | 1871-72 | 278 | 249 | 201 | 81 | 510 | 5,026 | 4,127 | 20 2 11 | 16 9 2 | |
| Rái Barelí, .. | 1870-71 | 231 | 238 | 186 | 78 | 707 | 7,496 | 6,004 | 31 7 2 | 25 3 7 | |
| | 1871-72 | 262 | 260 | 207 | 80 | 720 | 7,204 | 5,771 | 27 11 4 | 22 3 2 | |
| Sultánpur, ... | 1870-71 | 168 | 160 | 137 | 85 | 519 | 4,528 | 4,009 | 28 4 9 | 25 0 10 | |
| | 1871-72 | 195 | 180 | 151 | 84 | 508 | 4,598 | 4,048 | 25 8 8 | 22 7 10 | |
| Pratábgarh, ... | 1870-71 | 130 | 137 | 108 | 79 | 458 | 3,394 | 2,800 | 24 12 5 | 20 7 6 | |
| | 1871-72 | 158 | 154 | 120 | 76 | 566 | 3,529 | 2,843 | 22 14 8 | 18 7 5 | |
| Total 11 Schools, | 1870-71 | 2,626 | 2,529 | 2,139 | 84 | 7,009 | 65,484 | 54,147 | 25 14 3 | 21 6 6 | |
| | 1871-72 | 3,096 | 2,858 | 2,455 | 86 | 7,476 | 66,451 | 54,515 | 23 4 0 | 19 1 3 | |

The numbers, attendance and fee collections, have all increased, whilst the total expenditure and cost per pupil have diminished. In some of the schools, the average attendance could not possibly be improved. In Faizabad the high average attendance of 92 per cent. on the very large number of boys enrolled, could only have been secured by unceasing care on the part of the masters. It will be remarked, that the rise in the percentage of attendance from 83, in 1868-69, to 86 in the past year, has not been accompanied by any increase in the average cost per pupil. The Scylla and Charybdis of the report of 1869-70 (Para. 27) have been avoided. The masters have not checked any feeble desire for education by removing the names of absentees in order to improve the returns. The teachers rather seem to have brought their personal influence to bear upon their pupils and thus to have secured their regularity. The high average attendance is the more creditable, since during last year the rains were very heavy, boys from any distance found it almost impossible to attend school, and there was much illness.

Sources from which expenditure on zil'a schools are derived.

40. The detail of the total expenditure as compared with the details of last year, may be thus shewn :—

| | 1870-71 | 1871-72 |
|---|---|---|
| From Imperial Funds, ... | 54,147 | 54,515 |
| Fees, ... ... ... | 7,009 | 7,476 |
| Subscriptions, ... ... | 2,332 | 1,831 |
| Cess, ... ... ... | 716 | 122 |
| Municipal Funds, ... ... | 1,173 | 2,429 |
| Other sources, ... ... | 107 | 78 |
| | 65,484 | 66,451 |

The Secretary of State for India, in his despatch No. 8 of 16th March, 1864 observed that the rural cess should be expended only on the support of village schools, and on normal schools, designed for the training of village school masters. Accordingly last year a hope was expressed that there would in future be no payments from the cess for the support of the High Schools and their branches. This hope would have been realised, but for the fact that the aid from Municipalities in Faizabad and Unáo did not commence until after the 5th month of the year under review, and so for 5 months the branch schools at these places were supported, as in old time, from the Cess. The cost to Imperial Funds has simply increased from the very proper admission of these High School branches amongst aided primary schools, one-third of their cost being borne by the Government and two-thirds being met from Municipal contributions and fees. The subscription receipts have decreased by Rs 501. The decrease occurs in Faizabad, Rái Barelí, Unáo, Bára Banki, and Gonda. As promised last year, the statistics of the branch schools are, in the statements that accompany this report, given separately from those of the main institutions.

All the branch Schools of zil'a Schools are Aided Primary Schools.

41. I may mention, once for all, that all the branch schools are primary aided schools, $\frac{2}{3}$rds of the cost being received from fees and subscriptions, and one-third given as a grant-in-aid. Our High Schools consist of

three departments. There is the High School proper, with a course lasting for three years, the Middle School with a course extending over three years, and the Primary School with a curriculum that will occupy a boy for 1½ years. Every year boys are passed from the Primary Department to the Middle School and from the Middle School to the High School after examination. All these departments are controlled by the Head Master of the High School, who also takes a very considerable share in the instruction of the High School classes. It has been urged again and again that by this arrangement we are making High School Masters perform the work of middle class and primary teachers. But this is not done. The High School Masters teach all who may be fitted to enter their respective classes. It may be said with truth, that our High School departments do not contain very many boys. But until our High Schools are fed by middle class schools, and our middle class schools by primary schools, the High Schools cannot contain many pupils. We are not allowed to increase our middle class schools, save on the Grant-in-aid principle, and the people do not yet value education sufficiently to do more than support those few aided middle class schools that now exist. We have but six Aided Middle Class Anglo-Vernacular Schools, omitting the Mission Schools, and eighteen Government Middle Class Schools, with English departments of five of which are supported by the proceeds of subscription and grants-in-aid, to act as feeders to our eleven High Schools. Yet the Province contains eleven millions of inhabitants the mass of whom are very poor, and whose still cultivated middle and once professional class, is perhaps the poorest of all, consisting of men who starve at home in order to maintain a respectable appearance before the world. The Educational Department in Oudh is only of eight years growth. It is not therefore surprising that the upper departments of our High Schools should not contain so many pupils as the High Schools of Bombay, Madras and Bengal. That in Oudh we are slowly but surely making progress may be thus shown :—

The Oudh High Schools consist of three departments.

High School Masters do not perform the work of Middle Class and Primary Teachers.

The Upper, Middle, and Primary Departments of High Schools are making progress.

| Year. | High School proper, Classes, and number of scholars. | | | | Middle School proper, Classes, and number of Scholars. | | | | Lower School Classes and pupils. | | | | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | I | II | III | Total. | IV | V | VI | Total. | VII | VIII | Total. | Grand total. | |
| 1870-71 | 74 | 147 | 207 | 428 | 220 | 221 | 329 | 770 | 613 | 815 | 1428 | 2626 | |
| 1871-72 | 107 | 155 | 216 | 478 | 234 | 267 | 545 | 1046 | 600 | 972 | 1572 | 3096 | |

The pupils in the highest department have increased by eleven per cent., in the middle department by sixtyfive per cent., and in the primary department by ten per cent.

Thus the development of our high and middle class departments, has more than kept pace with the advancement of the lowest department. Our highest department does not increase faster, simply because the mass of the people, who avail themselves of high and middle class school education, are either too poor to allow their children to remain at school

to complete their education, or cannot afford to send them at their own cost from a middle class school to a high school at a distance. The remedy is not the abolition of high and middle class schools on the plea that the people do not value them, but a patient perseverance in the course we are now pursuing, by maintaining to the utmost the efficiency and therefore the popularity of our high schools, by gradually eliminating those middle class schools that are clearly not wanted, and by steadily refusing to open additional middle class schools, save when the people show that they are willing to make some personal pecuniary sacrifice for their establishment.

Cost to the State of educating each pupil in the Senior Department of a High School.

42. It has been already mentioned that the Oudh High Schools passed 19 pupils at the last Calcutta University Entrance Examination. It may be asked what each of the pupils cost the State during his time of stay at a High School.

I have accurately calculated the cost of the tuition of each high school department. Something might be added for scholarships and for extraordinary contingencies. But against these items I place the fee collections and the value of the active supervision and occasional tuition of the middle class and primary schools by the Head Master and his assistants. I find the annual cost of tuition in all high school departments in Oudh to be Rs. 26,028, or as the average number of scholars enrolled was about 478 in the high school departments, the annual cost of educating each scholar was Rs. 55. Each scholar who was prepared for Matriculation cost the State Rs. 165, during his stay of three years at a High School. In Bombay where the High Schools are separated from the Middle Class and Primary Schools, the cost to Government was for High Schools Rs. 70,343.

The number of pupils was 2,697, or the average cost per pupil was about Rs. 26. In Bombay therefore the cost of each student who Matriculated was Rs. 78.

This assumes that the expenditure on the upper departments of High Schools was the same during each of the past three years. This is a fair assumption, for Oudh at least, as the cost has not increased.

But a comparison of this sort with Bombay may be of little practical value. No such comparison can be made with the North West Provinces, since the cost of the upper departments of their High Schools, is not known, and cannot be ascertained from the published tables. In the Panjáb, however, the case is different.

The cost of educating a pupil at a High School in the Panjáb.

There an attempt has been made to separate the upper departments of High schools from the middle and lower departments. But in the published returns 30 Oriental scholars attached to the Lahore Zil'a School, have been allowed to creep in. They would vitiate all the results if allowed to remain, as the Oriental scholars are merely reading for the Entrance Examination of the Lahore University, to be conducted in the vernacular. Omitting these students and their cost, we find that the average number of pupils enrolled was 164, and the total cost was Rs. 33,770, or the cost of educating each pupil was Rs. 206, or the cost

of each under-graduate would be Rs. 618, assuming the course to extend for three years. But it may be said, improperly enough, that the cost of each undergraduate should be calculated not at an average rate for each pupil, some of whom may fail in the examination. On the contrary, those that fail should be entirely rejected, and the total cost of the school divided by only those that pass. This would be of course a very unfair calculation. For some of those boys who fail, and others who are withdrawn during the course of study, have almost, if not entirely, received equal benefit with those who have gone up and passed the Entrance University Examination. But for the sake of comparison we will assume that a High School exists merely to pass boys for the Calcutta University, surely a very low idea of the functions of a High School.

If however this assumption be made, then whilst in the Panjáb twenty-three men passed, each under-graduate cost about Rs. 1,468, the total expenditure being Rs. 33,770 that of the previous year, and whilst in Oudh nineteen men passed from the eight High schools, each cost Rs. 1,370. The Panjáb calculation is only approximately correct, as I have assumed the cost of the High Schools to be the same in 1871-72, as it was in 1870-71.

The Cost of a High School pupil in Oudh as compared with the North West Provinces.

If we compare our results with those of the North Western Provinces, in the only way practicable, then whilst in Oudh, the education of each boy attending a Zil'a School cost the State Rs. 19-1-3, in the North Western Provinces, the average cost was Rs. 69-12-3. I have dwelt thus at length on the cost of educating each boy to the under-graduate standard of the Calcutta University, as in at least one statement, I have seen the total cost of our High Schools in Oudh containing 3096 pupils, and designed for their education whether to the high, middle, or primary standard, divided by the number of pupils passed in any one year by the Calcutta University, and the result set down as the cost of educating an under-graduate! Our High Schools have thus been considered merely to benefit some 20 boys, and the advantages derived by the remaining thousands have been neglected.

The classification in Zil'a Schools has improved

43. It is a subject of regret that there are not more boys in the upper departments of our High Schools, as the present staff could teach, save perhaps at Faizabad, Gonda and Hardui, at least double the number of boys. But the classification is improving and has improved for the last eight years,

| Year | Number of pupils in classes. | | | | | | | | | | Total | Remarks |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | I. | II | III | IV | V. | VI | VII. | VIII | Persian | Sanscrit. | | |
| 1864-65, | .. | 10 | 36 | 119 | 154 | 301 | 264 | 413 | .. | .. | 1,297 | |
| 1865-66, | 8 | 22 | 57 | 121 | 164 | 310 | 258 | 402 | 19 | 34 | 1,395 | |
| 1866-67, | 12 | 18 | 97 | 87 | 108 | 244 | 359 | 477 | .. | 25 | 1,427 | |
| 1867-68, | 15 | 15 | 95 | 120 | 185 | 229 | 447 | 754 | 11 | 19 | 1,890 | |
| 1868-69, | 8 | 72 | 134 | 194 | 195 | 273 | 554 | 813 | 29 | 12 | 2,284 | |
| 1869-70, | 57 | 109 | 201 | 183 | 284 | 344 | 526 | 686 | .. | .. | 2,390 | |
| 1870-71, | 74 | 147 | 207 | 220 | 221 | 329 | 613 | 815 | .. | .. | 2,626 | |
| 1871-72, | 107 | 155 | 216 | 234 | 267 | 545 | 600 | 972 | .. | .. | 3,096 | |

Last year in the highest class the improvement was at the rate of 44 per cent. of the numbers previously enrolled, and in 1870-71, the improvement was at the rate of nearly 30 per cent. As railway communication increases, and people become more accustomed to travel and to send their children from home, it will be possible to reduce the worst of our Zil'a schools to the middle grade.

Detailed classification at each Zil'a School.

44. But though the improvement is marked, and has been progressive in every year, save perhaps in 1867-68, yet individual schools still lag far behind the rest. They will appear from the following table :—

| Name of School. | | Number of Pupils in Classes. | | | | | | | | Total. |
|---|---|---|---|---|---|---|---|---|---|---|
| | | I. | II. | III. | IV. | V. | VI. | VII. | VIII. | |
| Faizabad, .. | 1870-71, | 17 | 29 | 51 | 50 | 28 | 75 | 133 | 134 | 517 |
| | 1871-72, | 15 | 36 | 56 | 47 | 50 | 86 | 121 | 182 | 593 |
| Gonda, .. | 1870-71, | 5 | 14 | 21 | 29 | 30 | 60 | 87 | 67 | 313 |
| | 1871-72, | 14 | 14 | 28 | 31 | 28 | 74 | 61 | 70 | 320 |
| Bharaich, .. | 1870-71, | .. | 4 | 10 | 14 | 13 | 17 | 81 | 72 | 211 |
| | 1871-72, | 5 | 5 | 10 | 10 | 11 | 70 | 54 | 113 | 278 |
| Rái Barelí, .. | 1870-71, | 6 | 20 | 17 | 28 | 27 | 19 | 45 | 69 | 231 |
| | 1871-72, | 13 | 13 | 25 | 30 | 22 | 25 | 59 | 75 | 262 |
| Sultánpur, .. | 1870-71, | 6 | 12 | 17 | 14 | 23 | 23 | 37 | 36 | 168 |
| | 1871-72, | 11 | 15 | 14 | 15 | 22 | 41 | 22 | 55 | 195 |
| Pratábgarh,.. | 1870-71, | .. | .. | 11 | 15 | 22 | 20 | 34 | 28 | 130 |
| | 1871-72, | .. | 6 | 7 | 21 | 19 | 34 | 26 | 45 | 158 |
| Bára Banki,.. | 1870-71, | 9 | 14 | 14 | 17 | 16 | 23 | 54 | 100 | 247 |
| | 1871-72, | 11 | 19 | 18 | 23 | 22 | 40 | 76 | 89 | 298 |
| Unáo, .. | 1870-71, | 8 | 14 | 19 | 10 | 22 | 31 | 42 | 104 | 250 |
| | 1871-72, | 10 | 10 | 16 | 22 | 33 | 56 | 56 | 79 | 282 |
| Sítápur, .. | 1870-71, | 8 | 16 | 13 | 16 | 15 | 24 | 39 | 83 | 214 |
| | 1871-72, | 6 | 11 | 12 | 12 | 29 | 20 | 71 | 146 | 307 |
| Hardui, .. | 1870-71, | 9 | 15 | 23 | 16 | 14 | 16 | 19 | 75 | 187 |
| | 1871-72, | 13 | 20 | 23 | 16 | 17 | 57 | 30 | 58 | 234 |
| Lakhimpur,.. | 1870-71, | 6 | 9 | 11 | 11 | 11 | 21 | 42 | 47 | 158 |
| | 1871-72, | 9 | 6 | 7 | 7 | 14 | 42 | 24 | 60 | 169 |
| Total, .. | 1870-71, | 74 | 147 | 207 | 220 | 221 | 329 | 613 | 815 | 2,626 |
| | 1871-72, | 107 | 155 | 216 | 234 | 267 | 545 | 600 | 972 | 3,096 |
| Increase, .. .. | | 33 | 8 | 9 | 14 | 46 | 216 | .. | 157 | 470 |
| Decrease, .. .. | | .. | .. | .. | .. | .. | ... | 13 | .. | 13 |

The schools where the upper departments are least developed are those of Bharaich, Pratábgarh, Sítápur, and Lakhimpur. In the last school however, the pupils in the higher classes though few in number have been exceedingly well taught, and every year boys pass the Entrance Examination of the University. In Bharaich during the past year the under masters have been changed, and the pay of the Head Master has been reduced from 175 to 150 Rs. It is thus now more in proportion to the state of the school. To Pratábgarh a new Head Master, Mr. DeCruz, a graduate of the Calcutta University has been sent.

The classification of our Schools defines very accurately the acquirements of their pupils, as may be seen if a reference be made to the Curriculum for High Schools given in the Appendix.

I have visited all the High Schools save one and the majority of the middle class schools, and I have found the classification very accurate, and the attainments of the pupils absolutely to agree with the requirements of the curriculum.

Examination according to Standards.

45. Every year moreover our High Schools are examined according to the grades or classes laid down in the curriculum. The first four classes are examined on paper, and the results published, whilst the last four classes are examined *viva voce* by the masters, and the results are communicated to the Inspectors. With the fourth class of High Schools the first classes of anglo-vernacular middle class schools are also examined, as the fourth class of our High School corresponds with the first class of our anglo-vernacular middle class schools. The results may be tabulated for the past two years. By anglo-vernacular 1st grade schools, are meant those Zilá Schools that have not yet passed pupils for matriculation. The Standards appear from the curriculum. The several sub-divisions are.

Standard I.

*1st Head.*—English Prose and Poetry.
*2nd Head.*—Urdú Prose and Poetry with translation into English.
*3rd Head.*—The History of Great Britain.
*4th Head.*—The History of India.
*5th Head*—The Geography of the World.
*6th Head.*—Algebra to Simple Equations, and the whole of Arithmetic.
*7th Head.*—Euclid, Books I to IV. with deductions.

Standard II.

*1st Head.*—English.
*2nd Head.*—Translation into Urdú and English.
*3rd Head.*—Urdú.
*4th Head.*—Persian including translation.
*5th Head.*—History of Great Britain.
*6th Head.*—History of India.
*7th Head.*—Geography the whole.
*8th Head.*—Geometry, 1st, 2nd, 3rd and 4th books of Euclid.
*9th Head.*—Algebra to Simple Equations of one unknown quantity, and Arithmetic including Proportion, Stocks, Discount, Exchange, Fellowship, Square and Cube Roots.

Standard III.

*1st Head.*—Howard's Third Book, Part II, selected lessons.
*2nd Head.*—Translation into Urdú and English.
*3rd Head.*—Persian, including translation.
*4th Head.*—History of Great Britain to death of Richard the Third.
*5th Head.*—Writing and Dictation.
*6th Head.*—Geography, Europe and Asia.
*7th Head.*—Geometry—Euclid Books I and II.
*8th Head.*—Arithmetic, Vulgar and Decimal Fractions and Practice. Algebra to Least Common Multiple.

Standard IV.

*1st Head.*—English Reader No. IV, and Grammar.
*2nd Head.*—Translation from English into Urdú, and from Urdú into English.
*3rd Head.*—Persian, with translation.
*4th Head.*—Writing and Dictation.
*5th Head.*—Geography, Asia.
*6th Head.*—History of India, (Urdú or Hindí text book).
*7th Head.*—Arithmetic, Proportion, Vulgar and Decimal fractions, (the Vernacular to be used).
*8th Head.*—Euclid, Books I and II, (the Vernacular to be used).

Result of examination of High Schools; 1st grade, anglo-vernacular Schools; and 2nd grade, anglo-vernacular government schools, Oudh, (only the pupils of the High Schools proper, and the 1st classes of middle class schools were examined on paper, the rest of the classes were examined *viva voce*, according to the standards prescribed in the curriculum).

*The results under each Head of each Standard are here tabulated for Anglo-Vernacular Schools only.*

| Description of school. | | Number of schools. | Number of boys in classes at close of quarter previous to the examination. | Number of boys presented for examination. | Number of Scholars passed. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Standard 1. | | | | | | | Standard 2. | | | | | | | | | Standard 3. | | | | | | | | Standard 4. | | | | | | | |
| | | | | | 1st head. | 2nd head. | 3rd head. | 4th head. | 5th head. | 6th head. | 7th head. | 1st head. | 2nd head. | 3rd head. | 4th head. | 5th head. | 6th head. | 7th head. | 8th head. | 9th head. | 1st head. | 2nd head | 3rd head. | 4th head. | 5th head. | 6th head. | 7th head. | 8th head. | 1st head. | 2nd head. | 3rd head. | 4th head. | 5th head. | 6th head. | 7th head. | 8th head. |
| High Schools, ... | 1870 | 8 | 394 | 366 | 30 | 29 | A* 0 | 39 | 42 | 34 | 36 | 71 | 74 | 72 | 75 | A* 0 | 67 | 66 | 39 | 35 | 45 | 41 | 88 | A* 0 | 129 | 132 | 121 | 73 | 87 | 71 | 64 | 89 | 86 | 68 | 93 | 76 |
| | 1871 | 8 | 452 | 418 | 40 | 38 | 50 | 47 | 46 | 42 | 49 | 29 | 76 | 93 | 94 | 75 | 75 | 72 | 80 | 41 | 55 | 87 | B* 92 | 72 | 126 | 116 | 88 | 56 | 91 | 31 | B* 115 | 126 | 97 | 121 | 107 | 59 |
| 1st Grade Anglo-Vernacular Schools. ... | 1870 | 3 | 82 | 80 | ... | ... | ... | ... | ... | ... | ... | 9 | 11 | 10 | 10 | A* 0 | 8 | 6 | 4 | 6 | 7 | 9 | 22 | A* 0 | 32 | 26 | 30 | 24 | 33 | 17 | 19 | 30 | 26 | 17 | 30 | 22 |
| | 1871 | 3 | 124 | 92 | 3 | 3 | 5 | 4 | 5 | 5 | 5 | 2 | 12 | 13 | 13 | 11 | 10 | 9 | 13 | 19 | 6 | 19 | 22 | 14 | 34 | 30 | 24 | 18 | 28 | 17 | 31 | 38 | 36 | 29 | 32 | 18 |
| 2nd Grade Anglo-Vernacular Schools, ... | 1870 | 18 | 138 | 123 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 90 | 80 | 83 | 122 | 92 | 86 | 119 | 87 |
| | 1871 | 18 | 164 | 145 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 110 | 76 | C* 127 | 143 | 122 | 128 | 121 | 99 |

A* The History of England was not commenced in 1869-70.

B* Including four Hindí students.

C* Including two or three Hindí students.

There has been steady progress under nearly every heading. The only exception is in Standard II, heading 1, in Standard IV, heading 2, and in Standard III heading 7. At the last annual examination there was general failure on the part of the Faizabad high school pupils of the 2nd class in English, and also of the Sítápur school, 2nd class pupils. The former school did not pass a single boy in the 2nd Standard, 1st head, though it presented twenty-five for examination, so also, in the English of Standard II, Sítápur did not pass a single boy. This does not mean that in English the boys were not fitted for Standard II, but that they were unfitted to pass into Class I. The examiner of the 2nd class in English was Mr. Walsh. He considered that both the English of the 2nd class Faizabad, and of the same class at Sítápur, had not received sufficient attention.

The Faizabad main school I examined in March last, and the pupils of the 1st and 2nd classes acquitted themselves fairly in English, save that the spelling of the 2nd class boys was very incorrect. I expect that the 2nd class will do better at the next general examination.

For the past two years the Sítápur pupils have not been well taught.

The state of this school will, however, be discussed in its proper place. Another failure is in heading 2, Standard IV. I found that the examiner in translation of this the 4th class, had allowed the subject of his translation paper to become known. In fact, I received an anonymous letter telling me the substance of the translation paper. Accordingly I myself took this class in translation, and prepared a new paper.

Possibly I was more strict than the former examiners in this difficult subject. So also the Euclid paper of class 3, that is the paper under heading 7, Standard III, was of greater difficulty in 1871, than in 1870.

The classification of pupils in Schools managed by the Educational Department of Oudh, as good a criterion of the attainments of the pupils as actual examination.

I have already mentioned that I am unable to tabulate the results of the examination of all the classes under all the headings, as from the 4th downwards the examinations are *viva voce*, and though promotions are made and prizes are awarded on the results of these examinations, the results have not hitherto been published. In fact, in Oudh, we consider the classification of the pupils to be as good a test of the progress of the scholars and of their attainments, as any examination can possibly be. Such classification is made by the masters of the schools after, in the lower classes, their own personal examination; and, in the higher classes, after the departmental examination.

General remarks on "Artificial Selection" by examination.

46. The results of the departmental examination are moreover allowed to be corrected by the Head Master's intimate personal acquaintance with the attainments of each pupil. A remarkable paper on "Artificial Selection" has been published by Professor P. G. Tait, who was Senior Wrangler, and 1st Smith's prizeman in 1852, and although his remarks more immediately apply to the University of Cambridge, where examination has been developed as an Art, yet they are also pertinent to our High Schools, and as there is a tendency to consider that our High Schools exist merely to pass a few boys for the Calcutta University, and to judge of the merits

of our High Schools by the number they pass in such examinations, I do not apologize, for making some extracts from the paper.

"Examinations are, at the best, singularly imperfect modes of testing even relative merit of "any kind. It is to be deplored that they are, to a certain extent, at present indispensable."

"A really good Examiner is perhaps the rarest product of civilization. In an unusually large "experience, extending to each of the three Kingdoms, I have met but two, and I see clearly how "each of even these might be greatly improved. It is easy to specify some of the more obvious "qualifications which a good Examiner must possess, and a little thought will then show how "unlikely it is that even these will be found united in any one man. Besides, who is to examine "the examiners? What precautions can secure that, having himself passed through an absurd "ordeal, he may not determine that others also shall suffer?"

"I.—An Examiner ought to possess not merely great knowledge, but enormously extensive "knowledge, of his subject and of the various modes of teaching it; otherwise, he is incapable of "doing equal justice to the merits of students taught on different systems. He must have in "addition to the requisite knowledge, a working acquaintance with every sound system employed "in teaching his subject, whether at home or abroad, whether *viva voce* or by books."

"It is absolutely necessary that, if there are to be examinations, these should be conducted "(at least mainly) by *bonâ fide* teachers. No one who is not actually engaged in teaching, or at "least working at a subject, can have accurate information as to its development, or that practical "knowledge of it which is essential to an examiner! In Germany all higher examinations are "conducted by Essays, *i. e.*, each candidate chooses a subject, and gives an investigation of it. "Then the examiner (always a Professor) questions him on various cognate subjects.

"II.—The Examiner must possess, simultaneously, infinite tact and thorough common "sense. How rare this latter qualification is, few but the initiated can even suspect. A man who "composes examination papers with a view to exhibit his own knowledge should be for ever dis-"qualified from examining. How many would survive the application of this test? A good "Examiner will not be afraid of being sneered at or under-estimated for the mildness of his papers. "Many men who make a tremendous show in some of the examinations, which by common repute "are accounted among the highest, break down utterly before some extremely simple and practi-"cally useful question. We well remember cases in which such men, being asked something of an "almost ridiculously easy nature, gasped in despair, Oh! sir, I was not prepared for this," as if "something awful had been propounded. What is the value of their knowledge?"

"III.—Even if he be possessed of all these requisites, the Examiner must be allowed "sufficient time to test a man's knowledge. For it is one of the most fatal of all objections to "examinations in general, though one not often adverted to, that one set of questions may floor a "man, who could answer completely another set considered by the Examiner to be equally difficult. "We have known cases where, to prevent copying, two papers were drawn up by the same examiner, "on the same subject, in the same elementary stage of it, paper A being given to the 1st, 3rd, &c., "on each bench, paper B to the 2nd, 4th, &c., and where, in consequence of this arrangement, "some men were plucked in one paper who could easily have passed in the other, and some got "through whom a change of paper would have floored. When this is possible, where is the chance "of a fair examination? Unless, then, an Examiner has time to take each man over the whole of "each subject, he cannot (however good he may be) pretend to decide justly."

"IV.—Granting that all these desiderata can be supplied, there still remains the excessive "difficulty of examining into the really useful part of one's knowledge. For, in the great majority "of cases, the useful part is precisely that which it is least possible to break up into detached frag-"ments, such as those required in the modern processes of examination."

"V.—There are many other difficulties in the way; but, looking to those we have noticed, "it surely will not be considered necessary to extend the list. The consequence, however, of these "and other inevitable imperfections in any and every system of examination has been the growth "of cram."

"In fact, examinations are usually a farce. Without them, the teacher can almost invariably tell who is the best man; with them, the best man by no means invariably wins."

Mr. Thomson also on the same subject remarks, "that the 3rd cause "which renders the interesting work of teaching and the still more inter-"esting work of learning mere drudgery, is the great weight given to "the annual examinations, departmental and university. So great is

"the influence of these examinations, that masters and pupils alike have for-
"gotten that their object should be culture, or at the lowest knowledge,
"and regard passing the examinations as the "be all and end all" of edu-
"cation." Mr. Isaac Todhunter has indeed answered Professor Tait. But perhaps I have said enough to shew that the end of instruction is not examination.

Bombay has set the example in India not of introducing an uniform curriculum for every grade of school in any one Province, and of ranking schools according to that curriculum, but of examining all schools under certain standards, necessarily in a very hurried manner, of publishing the results of such examinations and considering the state of the school simply by the number that pass under each head in each standard. Thus the work of inspection may become the merest routine. Certain questions may be prepared. They may be given either orally or on paper. To each pupil in any class, a very limited time in which they may be answered is allowed; and the pupil is considered to have passed or failed as he answers these questions. Here the personal knowledge of the master has no play, and all the evils of limited time, and the difficulty of breaking up the really useful part of one's knowledge into answers to possible questions are, or at least may be, in full force. In Oudh our system is different, and as I think preferable. Here we examine the high school departments, and the 1st class of middle class schools once a year on paper. According to the results we distribute rewards, and allow promotion. But the results of the examination, as regards promotion, are again corrected by the personal knowledge of the Head Master of the school, every one of the examiners is now, or has been, actively engaged in the work of tuition, so that their judgment is likely to be correct. The lower classes are examined by the teachers, and promotions and prizes awarded according to the results. Again the Inspector on his visit of inspection sees that the several classes are really up to their respective standards, and should he in the course of his *viva-voce* examination find any subject to have been neglected, he may continue to examine the pupils of each class in that subject for hours, and during the greater part of his inspection. So in village schools, the master is allowed to make the promotions, and the Inspectors and the Deputy Inspectors simply see on their visits that the curriculum is strictly observed, and pay particular attention to those subjects in which the pupils may be found backward, or to those subjects in which they may be especially forward. In such cases inspection becomes a very pleasant task; the rapid questioning and the eager answers of the pupils, render the work, as far removed from drudgery as possible.

A system of examination and inspection in Oudh.

47. On the other hand, conceive of the dry routine character of the standard system. Certain questions are prepared before hand, whilst one class is answering these questions, another class is being examined orally. There can be no great variety of questions, the examiner's time is too limited. Still he *must* get over all the ground. So two or three questions are put to each student and he is passed or rejected, as he has correctly replied to or has not answered such questions. If he is put on to read, the lad is nervous, the examiner is hurried, and one is rejected in reading whilst another fails in dictation simply from want of time.

The Routine character of examination under fixed Standards.

The tabulated results are sent to the master, who is told to pay particular attention to such and such subjects in which the boys are considered not to have answered well. The master pleads that the examination was too hurried, that whilst too little time was allotted to some subject, other subjects received an undue proportion of the Examiner's attention. All natural bent and genius on the part of the school master is utterly ignored. He is told that he must pass *all* or a goodly percentage of his pupils under certain heads in certain standards. He knows that whilst he will gain no credit for the great acquirements of his pupils in some one subject, that he will be blamed if they do not pass by a very moderate standard in all the subjects. So he becomes a teaching machine, and endeavours just to supply his pupils with that modicum of knowledge, that will enable them to pass under a certain standard. Should a boy have a natural taste for any *one* subject he must repress it, so that he may not fail in another, for which he has no aptitude. Thus inspection either becomes a thing of the merest routine, and requires neither special training nor very much knowledge; or is so inordinately difficult that very few men indeed have the required qualifications. As Professor Tait is himself a brilliant example of the success that may attend "Artificial Selection," I cannot end my remarks without quoting the conclusion of the paper.

"On the other hand let Examining Boards be substituted for Teaching Universities, and the "inevitable and almost immediate consequence will be the extinction of sound learning as well as of "progressive science, and the apotheosis of cram."

It will be observed that I do not deprecate all examinations but simply the hasty examination of immense numbers of schools of different grades in numerous subjects, and an attempt to estimate such schools solely by the tabulated results of such examinations in which the personal knowledge of each scholar's learning and capacity, possessed by the teacher is wholly ignored. I also object to the supposition that because in Oudh, we publish no such tabulated results of hasty examinations, that therefore the acquirements of pupils in our schools are doubtful. Their acquirements can be readily at all times ascertained simply by comparing the curricula of the several grades of schools, with their classification. Examination has been thorough enough, as may be seen by an inspection of the various school minute-books. But an examiner seldom at one sitting takes up every single subject of every single class. He confines himself to certain subjects at one time, records the number of boys that passed or failed in each subject after the examination, in a leisurely manner, and on his next visit examines in the remaining subjects. In this manner there is some life in our inspections. They are not things of the merest routine, and if any master thinks that more time should be given to any one subject, or that the peculiar bent of any particular scholar in any particular subject should be exhibited, why the examiner has time to satisfy both scholar and teacher, and is not harassed by the thought that this extra attention will make his annual tabulated statements meagre, as he will from especial attention to one class or one school have been unable to have examined so many schools in *all* the subjects required by all the standards.

The acquirements of all pupils at Govt. Schools in Oudh, can be ascertained simply by inspecting the classification statement and comparing it with the curriculum.

48. The relative position of the different Zil'a Schools with respect to the University, Average Attendance, Fees, and Classification, may be thus shown :— The relative position of each Zil'a School.

| Names of Schools Alphabetically. | Number of boys who passed the Entrance Examination. | Position of the School with reference to column 2. | Average attendance during 1871-72 | | Percentage. | | Fee collections during the year. | | Salary of Head Master. | Position of the school with reference to columns 12 & 13. | Number of boys in the High School. | Number of boys in the Middle School. | Number of boys in the Lower School. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Number. | Position of the school with reference to column 4. | Number. | Position of the school with reference to column 6. | Amounts. | Position of the school with reference to column 8. | Salary. | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| Bharaich, ... ... ... | ... | ... | 201 | 7 | 81 | 6 | 510 | 8 | Rs. 150 rising to Rs. 200, | 8 | 20 | 91 | 167 |
| Bára Banki, .. ... ... | 1 | 7 | 233 | 4 | 87 | 4 | 651 | 5 | „ 150, ... | 4 | 48 | 85 | 165 |
| Faizabad, ... ... ... | 5 | 1 | 497 | 1 | 92 | 1 | 1,656 | 1 | „ 300 rising to Rs 400, | 1 | 107 | 183 | 303 |
| Gonda, ... .. ... ... | ... | .. | 264 | 2 | 88 | 3 | 662 | 4 | „ 100, ... | 2 | 56 | 133 | 131 |
| Harduí, . ... ... . | 4 | 2 | 182 | 8 | 88 | 3 | 443 | 10 | „ 125, ... | 3 | 56 | 90 | 88 |
| Lakhimpur, ... ... ... | 3 | 3 | 139 | 10 | 88 | 3 | 401 | 11 | „ 125, ... | 8 | 22 | 63 | 84 |
| Unáo, ... ... ... ... | 3 | 4 | 219 | 5 | 80 | 7 | 526 | 7 | „ 200, ... | 7 | 36 | 111 | 135 |
| Pratabgarh, ... ... ... | ... | ... | 120 | 11 | 76 | 8 | 566 | 6 | „ 100, ... | 11 | 13 | 74 | 71 |
| Rái Bareli, ... .. ... | 2 | 5 | 207 | 6 | 80 | 7 | 720 | 3 | „ 250, ... | 4 | 51 | 77 | 134 |
| Sítápur, .. ... ... ... | ... | ... | 242 | 3 | 90 | 2 | 833 | 2 | „ 200, ... | 8 | 29 | 61 | 217 |
| Sultánpur, ... ... ... | 1 | 6 | 151 | 9 | 84 | 5 | 508 | 9 | „ 150, ... | 6 | 40 | 78 | 77 |

Faizabad stands first and is followed by Hardui.

49. I may remark that out of the average number enrolled of 2,858 boys, no less than 1,874 boys left school, and 2,403 were admitted. Fluctuation of pupils at Zil'a Schools.

The greatest fluctuation took place in Sítápur, which to some extent but not wholly, accounts for the unsatisfactory state of that school.

50. The total number of Hindus at the close of the year was 2,205, against 1,913 of last year. The total number of Mahomedans was 877 against 694 of last year. Thus the Mahomedans increased by nearly 25 per cent, and the number of Hindus by 20 per cent. Hindu and Mahomedan pupils at High Schools.

It is a pleasure to know that the Mahomedans are more largely than ever, availing themselves of our High School education.

51. There are 19 T'alukdárs at our High Schools, 222 Zamindárs, 139 Patwáris and Kanungos, and 370 cultivators. Thus the total number of pupils whose relatives are connected with the land are 750, whilst Government Servants send 742 boys to the High Schools, private servants send 469, the professional class send only 174 boys, the shopkeepers 534, and artisans only 232. Therefore the persons who are most able to pay for a high class education, namely the shop-keepers, the least avail themselves of such education, and the professional men who most require it, are possibly from their poverty, the least able to avail themselves of the education offered at High Schools. Social position of scholars at High Schools.

## ZIL'A SCHOOLS, EASTERN CIRCLE.

Faizabad

(52.) The progress of this school may be thus shown.

| Year. | Passed the Entrance Examination. | Pupils in Upper Division. | Pupils in Middle Division. | Pupils in Lower Division. | Total. | Percentage of attendance. | Fees. | Average cost to Government per pupil. | Remarks. |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Rs. | Rs. As. P. | |
| 1870-71 | 2 | 97 | 153 | 267 | 517 | 88 | 1,380 | 22 1 3 | |
| 1871-72 | 5 | 107 | 183 | 303 | 593 | 92 | 1,656 | 20 13 0 | |
| Increase, .. | 3 | 10 | 30 | 36 | 76 | 4 | 276 | .. | |
| Decrease, .. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | .. | |

The Inspector's report is as follows :—

" The increase in this school has been in every respect very consider-
" able. The number registered has risen from 517 to 593, the average
" daily attendance from 444 to 497, and the percentage daily present from
" 88 to 92. The average attendance is excellent indeed, it can hardly be
" improved. Nothing but unceasing care on the part of the masters could
" secure an attendance of 92 per cent. of the number registered in such
" a large school. The fees have also risen from Rs. 1,380 to 1,656. And
" while for several of the lower classes better masters have been appoint-
" ed, the cost to Government per pupil has fallen from Rs. 22-1-3 to
" Rs. 20-13-0. The number who passed the Entrance Examination is
" smaller than I expected. But the University Examination seems to
" have been stricter than in previous years. The questions were not on
" the whole more difficult, but greater accuracy in the answers appear
" to have been required. I consider this a move in the right direction.
" The University standards of examination are quite high enough, but
" I should be glad to see Examiners insist on a considerably higher degree
" of accuracy than has hitherto been necessary for passing."

" Additional school buildings are urgently required both for the
" main school and for the branch schools. Three of the four branch
" Schools have very bad accommodation, and this seriously hinders the
" growth of numbers. Formerly the number in Sahibganj was between
" 36 and 40, but since the boys were transferred to the large house in
" the Goláb Bári, the number has risen to between 95 and 100. In two
" of the other branch schools new buildings would probably produce a
" similar increase of numbers."

" There are at present 15 boys in the 1st class, and although they " are not a very brilliant set, I think 8 or 9 have a fair chance of passing " the next Entrance Examination."

Provision has been made in the Budget for two branch school houses, and I shall have the honor to submit proposals for their construction. The branch school that most requires accommodation is within Cantonments. Assistance was asked from the Cantonment Fund, but I was informed that nothing could be given.

The High School also requires additional accommodation. But only Rs. 10,000 have been allowed in the Public Works Department Budget, for school buildings during the current year, so I am afraid that after giving a grant for the Lakhimpur High School House, there will not be sufficient for the proposed additional building to accommodate the scholars of the main school.

A very good Boarding House has been opened, and placed under the superintendance of Moulavi Zahúr Ahmad, a Mahomedan gentleman of great worth and perfect demeanour. There are at the Boarding House, 16 students, 4 of whom are Mahomedans and 12 are Hindus.

Since last year the number of Arabic learners increased from 19 to 45, and the Sanscrit students have increased from 31 to 58. A change in the staff enabled me to provide a graduate of the Calcutta University, Mr. Bepin Behari Datt, to teach Sanscrit, as well as English.

The Arabic learners belong to the 3rd and 4th classes, and the Sanscrit students to the same, so that their attainments will be known by a reference to the curriculum. In March last I examined both the Arabic and Sanscrit students. In the 4th class 25 Arabic scholars were examined. They were only beginners, but did fairly. Of the 3rd class pupils 19 were examined on paper, and 16 out of 19 passed. Of the 19 students who were thus examined, strangely enough, all but 3 were Hindus. The best boys, two were equal, were both Hindus.

In Sanscrit the 4th class pupils did not do very well, but of 13, who sat for a written examination, all passed. Two of the pupils obtained more than 40 out of 50 marks. Thus Arabic and Sanscrit have been fairly commenced at this High School, but the Arabic students have been better taught than the Sanscrit learners. Six boys who left the school during the past year obtained employment, one in the Forest Department on 40 Rs., three on the Oudh and Rohilkhand Railway, each on 20 Rs., as time keepers; and one obtained an assistant mastership of the value of 20 Rs. Moulvi Zahur Ahmad and Munshi Téj Rái are especiallycommended by the Head Master.

Gonda.

53. The abstract comparative statement is :—

| Year. | Passed the Entrance Examination. | Pupils in Upper Division. | Pupils in Middle Division. | Pupils in Lower Division. | Total. | Percentage of attendance. | Fees. | Average cost to Government per pupil. | | | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Rs. | Rs. | As. | P. | |
| 1870-71. | ... | 40 | 119 | 154 | 313 | 90 | 667 | 11 | 7 | 6 | |
| 1871-72. | ... | 56 | 133 | 131 | 320 | 88 | 662 | 11 | 3 | 7 | |
| Increase, | ... | 16 | 14 | ... | 7 | ... | ... | ... | | | |
| Decrease, | ... | ... | ... | 23 | ... | 2 | 5 | ... | | | |

The Inspector reports :—

" This school has made as good progress as could be expected in " such a small town. The number registered has risen from 313 to 320, " and the average attendance from 262 to 264, but the fees have fallen " from Rs. 666-11-6 to Rs. 662-3-6. I do not think the fees here can be " much increased for some years, but they ought not to diminish."

" Four boys from this school presented themselves at the last En- " trance Examination, but all failed, more from want of presence of mind " than from want of knowledge. There are 14 boys at present in the " 1st class, but I am doubtful if any will pass. They are sadly wanting " in precision in all subjects. The Head Master should see that the " boys thoroughly understand what they have gone over, whether it be " much or little. It is useless hurrying them over the prescribed part " merely to get it finished and then revising two or three times in the " same perfunctory fashion. For the unsatisfactoy condition of the two " higher classes, the Head Master alone must be held responsible, for his " assistants are as a whole better than those of any other High School " in the Circle. They are all Hindústaní men which is a twofold ad- " vantage, as they can understand the difficulties of their pupils more " readily, and explain them more intelligibly than foreigners. The " teaching in all classes, but the two highest, is excellent. At both " my inspections during the past year, I was much pleased with the " soundness of their knowledge of the Vernacular, and with the neatness " of their translations from English to Urdú.

" There are two branch schools, one of which I found in excellent " order, but I was not altogether pleased with the other."

The school was visited and examined by me in January. Six of the 1st class boys did fairly, but there was general failure in the 2nd class. The Head Master says that the want of knowledge of the pupils of the 2nd class was owing to the ill health of the 2nd Master, during whose absence for three months the class was under different masters for short

periods. The enlargement of the school building was completed during the year, and the pupils are now well accommodated. The branch schools sent twenty boys to the main school during the year. The Head Master speaks very favorably of Moulavi Karim Bakhsh, the Head Master of Branch No. I. Five students obtained employment during the year, two in the Post office, one as a Mohurrir, and two as Vernacular School Masters. These pupils had only reached the lowest class of our high school department. The Head Master acknowledges the help and encouragement he has received from the Local Committee.

54. This school is still below par. Three of the subordinate teachers have been removed, and the Head Master has been reduced from Rs. 175 to Rs. 150. Bharaich.

His pay is now more commensurate with the position of the school than it was formerly. The state of the school may be thus compared with its condition last year.

| Year. | Passed the Entrance Examination. | Pupils in Upper Division. | Pupils in Middle Division. | Pupils in Lower Division. | Total. | Percentage of attendance. | Fees. | Average cost to Government per pupil. | | | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Rs. | Rs. | As. | P. | |
| 1870-71. | ... | 14 | 44 | 153 | 211 | 83 | 579 | 23 | 11 | 9 | |
| 1871-72. | ... | 20 | 91 | 167 | 278 | 81 | 510 | 16 | 9 | 2 | |
| Increase, | ... | 6 | 47 | 14 | 67 | ... | ... | ... | | | |
| Decrease, | ... | ... | ... | ... | ... | 2 | 69 | 7 | 2 | 0 | |

The increase has occurred solely in the branches.

The scholars of the main school have decreased from 123 to 102, and the fees at the main school, from Rs. 546-12 to Rs. 406-8. The percentage of attendance is low. Regarding the decrease of scholars at the main school, the Head Master says, that it is owing to the removal from the district of many boys the relatives of persons recently engaged in the Settlement, and to the fact that he has preferred to send beginners to the branch schools instead of admitting them in the main school.

The decrease in fees and the general state of the school is thus commented on by the Inspector.

" This great decrease is due mostly to the closing of the Land Set-
" tlement in Bharaich, and the consequent transfer of a great number of
" officers whose children or relations were at school. But the numbers
" in the branch schools have risen from 88 to 176, so that taking the
" whole school together there has been an increase from 211 to 278.

"The Branch Schools are most efficiently taught and should send "large numbers to the Main School in the course of a year or two, "unless the teaching in the main school be so much inferior to that in "the branches, that boys find their promotion a loss to them.

"There are 5 boys in the 1st class this year, and although they are "not very well grounded in the subjects prescribed, I think one or two "may pass. If the Head Master were as skilful as he is diligent, their "success would be pretty certain.

"There have been several changes among the Assistant Masters "during the year greatly to the benefit of the school. The present staff "is good."

The Head Master is also satisfied with his present staff of masters and especially commends Munshi Najm-ud-din and Pundit Vinayak Prasáda. He also speaks very highly of the benefit the branch schools have received from their respective committees. During the year two of the branch schools have been provided with suitable houses. When I first visited Bharaich about 18 months or 2 years ago, I found one of the so called branch schools containing 11 boys meeting in front of a Masjid, without any proper curriculum or registers, and without any organisation. The pupils of another so called branch school, 26 in number, I found without any proper habitation, seated in the sun and dust on mats by the roadside. Of all these 26 boys only two could read and write.—Now the schools are as efficiently organised as any schools in the Province, and so are all branch schools attached to High Schools. In some of the middle class branch schools, there is still room for improvement.

The general results at Bharaich are, that whilst High School education is advancing but slowly, middle class and especially primary education has made great strides. Bharaich is in population the third City in Oudh. At the close of 1870 there were but 140 boys attending Government schools, now there are 278. There has been improvement, but there are still a vast number of children growing up without any instruction.

Rái Bareli

55. The present and past state of the school may be thus compared:

| Year | Passed the Entrance Examination. | Pupils in the Upper Division. | Pupils in the Middle Division. | Pupils in the Lower Division. | Total. | Percentage of attendance. | Fees. | Average cost to Government per pupil. | Remarks. |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Rs. | Rs. As. P. | |
| 1870-71 | 1 | 43 | 74 | 114 | 231 | 78 | 707 | 25 3 7 | |
| 1871-72 | 2 | 51 | 77 | 134 | 262 | 80 | 720 | 22 3 2 | |
| Increase. | 1 | 8 | 3 | 20 | 31 | 2 | 13 | ... | |
| Decrease. | ... | ... | ... | ... | ... | ... | ... | 3 0 5 | |

The Inspector reports:—

"There has been satisfactory progress every way in this school. "The numbers have risen from 231 to 262, the average attendance from "78 per cent. of the number registered to 80 per cent., and the fees from "Rs. 707-2-0 to Rs. 720-8-0.

"Three boys presented themselves at the Entrance Examination of "whom two passed. There are 13 in the present 1st class. I inspected "the school in December, and at that time the boys had a great deal of "work to do in several subjects. But they had nearly a year before "them to do it in. The Head Master expects about half the class to be "successful.

"There are three Branch Schools in connexion with this school, all in "excellent order. They have during the year supplied 28 recruits to the Main "School, all well grounded in the Vernacular and knowing a little English."

The discipline of all these schools is excellent. The gentlemanly tone and bearing of the pupils are much to be commended. The Branch Schools meet in hired houses. Their accommodation is not good, and budget provision has been made for two cheap buildings. The Deputy Commissioner has kindly lent a portion of a building for a Boarding House, and the Chief Commissioner has approved of a scheme utilising the grant of the Thakurain of Semri for scholars from her own estate. The scheme proposes to erect a Boarding House and to provide Scholarships for boys educated on her property. Every High School is provided with a library. That at Rái Barelí now contains 499 volumes, of which 395 are in English, 12 in Persian, 62 in Urdu, and 30 in Hindí. Mr. Walsh reports that the boys use the library "and find the books of great assistance." The proportion of English books to Vernacular books may be esteemed considerable, but it must be remembered that every Deputy Inspector has a Vernacular Library from which books may be borrowed by Vernacular Masters. Mr. Walsh in his annual report commends all his assistants.

Eight boys who left the School during the past year obtained employment on salaries varying from 10 to 30 Rupees a month, and one youth was appointed a monitor in the Jais School on a small stipend.

The relations of three T'alukdars attend this School, they are Bhagat Singh, brother-in-law of Captain Golab Singh, Narayan Singh his nephew, and Puran Singh son of Sirdar Outár Singh of Bela Bhela.

56. The Inspector's report and the comparative statement of this School are as follows: Pratábgarh.

| Year. | Passed the Entrance Examination. | Pupils in Upper Division. | Pupils in Middle Division. | Pupils in Lower Division. | Total. | Percentage of attendance. | Fees. | Average cost to Government per pupil. | Remarks. |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Rs. | Rs. As. P. | |
| 1870-71 | ... | 11 | 57 | 62 | 130 | 79 | 458 | 20 7 6 | |
| 1871-72 | ... | 13 | 74 | 71 | 158 | 76 | 566 | 18 7 5 | |
| Increase. | ... | 2 | 17 | 9 | 28 | ... | 108 | ... | |
| Decrease. | ... | ... | ... | ... | ... | 3 | ... | 2 0 1 | |

"There are now signs of revival in this School. The numbers have "risen from 130 to 158, and the average attendance from 108 to 120. "The fees have amounted to Rs. 566 against Rs 458 in the preceding "year.

"The improvement is due to the new Head Master, Mr. DeCruz, "who took charge in December. He has applied himself diligently to "his duties and hitherto with good results. But when a School has for "years been mismanaged as Pratábgarh School has been, it cannot be "reformed in a day. The boys lose their energy and love of work, and "their faculties are in a measure blunted. It takes a considerable time "to infuse a healthy spirit into the whole. If the lower and middle divi-"sions are well taught for a year, they will begin to fill the upper divi-"sion with pupils not only well grounded as far as they have gone, but "earnest hard workers. From the smallness of the town (if town it can "be called) it is impossible for Pratábgarh to equal other High Schools "in numbers, but there is no reason why it should be less efficiently "taught."

The former Head Master, Babú Chander Mohan Mukarjí, was quite unable to manage the school. But there are other causes besides bad management that depress the school. The people of the Pratábgarh District are poor. Pratábgarh and Bela together hardly contain above 6000 inhabitants.

The school library contains 357 volumes of which 155 are in the vernacular. The Head Master reports that he gives every facility for the scholars to take books from the library. There are two T'alukdárí pupils in the school, one of whom is irregular. The Head Master speaks well of his assistants with the exception of the fifth Master, and commends them for their diligence. The T'alukdárs Bábú Ajít Sing, Bábú Rai Mádho Prasada, and Bábú Mahesh Bakhsh Singh, all assist the Head Master, the first gentleman by allowing certain poor scholars from a distance to live in his Dhurmsála, and the two last gentlemen by paying the fees of indigent scholars.

Sultánpur.

57 The usual statement is :—

| Year. | Passed the Entrance Examination. | Pupils in the Upper Division. | Pupils in the Middle Division. | Pupils in the Lower Division. | Total. | Percentage of attendance. | Fees. | Average cost to Government per pupil. | Remarks. |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Rs. | Rs. As. P. | |
| 1870-71, ... | 1 | 35 | 60 | 73 | 168 | 85 | 519 | 25 0 10 | |
| 1871-72, ... | 1 | 40 | 78 | 77 | 195 | 84 | 508 | 22 7 10 | |
| Increase,... | ... | 5 | 18 | 4 | 27 | ... | ... | 0 0 0 | |
| Decrease,... | ... | ... | ... | ... | ... | 1 | 11 | 2 9 0 | |

The Inspector reports that "this school has made considerable im-
"provement in some respects during the year. The numbers have risen
"from 168 to 195, and the average attendance from 137 to 151. The in-
"crease in numbers is due to the establishment of a Branch School, but
"as it was commenced in December, it did not greatly improve the year's
"average attendance. The amount of fees collected has been only Rs. 508
"against Rs. 519 in the previous year. When I inspected the school in
"August I found the higher classes had been very ill taught, and was
"therefore not at all surprised that only one of the three candidates
"passed the Entrance Examination. Since that time the school seems
"to have improved, and as there are now 11 boys in the 1st class, 4 or 5
"may be expected to pass in December."

I visited and examined the school in March. All the classes did fairly, save the 3rd class. At the departmental general examination the classes did well. The 4th class boys failed in one subject, "translation," and in this subject I found the 3rd class, late 4th class, deficient. It seemed to me that the teacher did not prepare his lessons. The school house was enlarged during the year, and the accommodation is now sufficient.

The Head Master speaks well of his subordinates. The school committee assembled 3 times during the year. In previous year, it never met. The committee have granted a small sum from the school subscription fund for a boarding house, and the municipality have agreed to support a Persian Teacher. The Head Master mentions the encouragement given to the scholars by Dr. Franklin, who gave a prize to the best boy in history.

58. The Inspector closes his report with the following general remarks :—

General remarks by the Inspector on High Schools in the Eastern Circle

"From these details it will be seen that progress has been made in
"all the schools, and (except in fees at Bharaich) in all particulars. In
"none can great increase of numbers be now expected, as the towns
"where they are situated are too small to supply pupils for much larger
"schools of this class. And if these schools are compared with the
"schools in the Sadr stations of the adjoining districts in the North-
"West Provinces, we may very well be satisfied. In Goruckpur, Basti,
"Azimgarh, Jaunpúr, Allahabad and Fatahpúr, there is not a school
"that approaches Faizabad High School or surpasses Rái Barelí, not-
"withstanding the much greater population in most of these towns. But
"while the numbers are comparatively large, and the attendance good,
"much of the teaching in the High Schools is very unsatisfactory. It is
"not worse than in previous years, perhaps on the whole it is rather
"better. But when the schools were newly established, the classifica-
"tion imperfect, and the staff of assistant masters insufficient, great
"allowance for shortcomings could be made. Now that the masters
"are more favorably circumstanced, their teaching does not improve,
"English and Writing are perhaps the worst taught subjects. In the
"former, boys are not pressed to use their Dictionaries and work for
"themselves at home. The master does not question and cross question

"till he arouses thought and real interest in the work; he simply repeats "the translation or explanation and the boys do their best to commit it "to memory.

"There is no vigorous effort to understand, and the interesting "work of teaching, and the still more interesting work of learning both "become mere drudgery."

On school libraries and school accommodation Mr. Thomson reports :—

"Faizabad, Bharaich, Rái Barelí and Sultánpur have good school "libraries, those at Gonda and Pratábgarh are smaller. Neither masters "nor pupils avail themselves of these libraries so much as I could wish. "The boys are hardly able to read books of general literature considering "the multiplicity of subjects prescribed for class work, but the masters "ought to make greater efforts to keep up, if not to extend their know-"ledge."

"Except Faizabad all the High schools have now got good houses, "with plenty of accommodation. Both Gonda and Sultánpur were en-"larged during the year, Rái Barelí is rather small, but the want of ad-"ditional class rooms is most severely felt at Faizabad. Head Masters "are all careful to keep the grounds round the school clean and neat. "The grounds at Bharaich and Rái Barelí are admirably kept."

## ZIL'A SCHOOLS, IN THE WESTERN CIRCLE.

Unáo.

59. The accompanying statement shows improvement under every heading :—

| Year. | Passed the entrance examination. | Pupils in the Upper Division. | Pupils in the Middle Division. | Pupils in the Lower Division. | Total. | Percentage of Attendance. | Fees. | Average cost to Government per pupil. | Remarks. |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Rs. | Rs. As. P. | |
| 1870-71. | 1 | 41 | 63 | 146 | 250 | 80 | 518 | 19 10 1 | |
| 1871-72. | 3 | 36 | 111 | 135 | 282 | 80 | 526 | 18 9 6 | |
| Increase, ... | 2 | ... | 48 | ... | 32 | ... | 8 | ... | |
| Decrease, ... | ... | 5 | ... | 11 | ... | ... | ... | 1 0 7 | |

The success of the school at the last entrance examination is creditable. The pupils have increased by 32; the increase being confined to the High School Proper and to the Middle School. The Fee receipts have increased and the cost to Government for each pupil has diminished. The percentage of average attendance is not so good as might be expected at a High school. There would perhaps have been greater improvement, had the school been taught by its full staff of teachers. But the Head Master has been very ill, and was necessarily absent during much of the year. His place is now filled by the 2nd teacher. All the staff seem animated by a common desire to improve the school and to render the

absence of the Head Master as little a loss as possible. Since the close of the year the Municipality have reduced their subscriptions to the Branch Schools from Rs. 20 to Rs. 10. Next year there will be only one branch. The city branch has no suitable place of assembly. Provision has been made in the budget for a school house. There are now upwards of 60 scholars at this branch. There is I am informed only one t'alukdár, Mr. Oomrao Singh, of Gulgulha, who lives near Unáo. He sends two of his sons to the High School. The Boarding House contains 25 boarders.

The boys of this Boarding House have opened a debating club.

The Officiating Head Master speaks well of his assistants, more especially of Moulavi Sadiq Ali, to whose exertions both the main school and City Branch are said to owe much.

The Head Master speaks favorably of the encouragement given by the School Sub-Committee.

I visited and examined the school in February. All the classes had been well taught. At the last Departmental Examination the school did very well. The 1st class boys, however, do not spell well in English, very few wrote correctly a passage dictated from a newspaper. In fact only 4 out of 10 passed. The 2nd class boys, however, did very well in writing from dictation. Great attention should be paid to English spelling. Many applications for appointments that I receive, even from Matriculated students, are disfigured by the grossest blunders.

The School building is excellent and the library fairly good.

60. The usual statement follows :— Bára Bankí.

| Year. | Passed the entrance examination. | Pupils in the Upper Division. | Pupils in the Middle Division. | Pupils in the Lower Division. | Total. | Percentage of attendance. | Fees. | Average cost to Government per pupil. | Remarks. |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Rs. | Rs. As. P. | |
| 1870-71. | 1 | 37 | 56 | 154 | 247 | 85 | 595 | 18 11 8 | |
| 1871-72. | 1 | 48 | 85 | 165 | 298 | 87 | 651 | 17 6 3 | |
| Increase, ... | ... | 11 | 29 | 11 | 51 | 2 | 56 | ... | |
| Decrease, ... | ... | ... | ... | ... | ... | ... | ... | 1 5 5 | |

I was much disappointed at the result of the last Matriculation Examination. This school sent up six boys, but only passed one. Yet at the Departmental Examination 5 passed. So the University Examination in 4 instances reversed the result of the Departmental examination. In the whole of Oudh our Departmental results differed altogether in 7 cases from the results of the University, and four of these conflicting results were in the case of Bára Bankí. The Head Master thinks that the failure

of the Bára Banki students was due to their neglect of private study during the annual Dasahra vacation, that was granted as usual immediately after the examination. The educational department passed 23 boys and was doubtful about 3. The Calcutta University passed 19 including all the doubtful cases, and two that were rejected by us.

The pupils at Bára Banki have increased by 51, the increase being greater in the higher and middle departments than in the primary school. The fees also increased from Rs. 595 to Rs. 651, the average attendance has improved and the cost to Government per pupil diminished. The school is well conducted, and all the classes are well taught. Besides the annual written examination, each class was examined by me in December. The classes were all in good order, but the copy books of the 3rd class were neither good of their kind, nor had they been corrected by the teacher.

There are three branch schools. Only one of the three has anything like suitable accommodation. As might be expected the only branch that was in a thoroughly satisfactory state, was that for which there was decent accommodation. When I inspected this branch there were 60 boys present out of 73 enrolled.

Eleven boys obtained employment during the year, two in the educational department, one as a Local Fund clerk in the office of the Deputy Commissioner, two as Post Masters and five as Time Keepers on the Railway. The school was visited by the Commissioner of Division and by the Deputy Commissioner on two occasions. A Book Club has been commenced in Bára Banki by the native residents, and the Head Master of the High school is the Secretary. Meetings are held monthly and lectures are delivered. The first lecture was delivered by Bàbú Grish Chandra Ghose, the 2nd master of the school. A small mud building formerly used as a boarding house was destroyed during the heavy rains of last year, two houses have been rented for the accommodation of the boarders, until funds can be raised for a suitable building near the main school.

The school house requires enlargement.

The Head master reports that the School Committee met twice during the year. At the meeting in June the school was examined by the Committee.

The Head Master speaks favourably of his assistants, especially of Mr. Grish Chandra Ghose, and thanks for their assistance the gentlemen noted in the margin.

Mr Harí Kishan, Extra Assistant Commissioner.
Mr. Háfiz-ud-dín, late Sadr Amín.
,, Ghulám Nabi, Pleader.
,, Amin ullah Tahsíldar, and the Reverend Rajab Alí.

The school is popular and a great blessing to the town :—

61. The accompanying statement shows the bad state of this school. The only subjects for congratulation are, that the average attendance is good, the fee collections considerable, and the branch schools are fairly attended. But even the average attendance is only good in the branch schools. In the main school it was but 83 per cent. Sítápur.

| Year. | Passed the entrance examination. | Pupils in the Upper Division. | Pupils in the Middle Division. | Pupils in the Lower Division. | Total. | Percentage of attendance. | Fees. | Average cost to Government per pupil. | Remarks. |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Rs. | Rs. As. P. | |
| 1870-71. | 4 | 37 | 55 | 122 | 214 | 90 | 784 | 24 4 11 | |
| 1871-72. | ... | 29 | 61 | 217 | 307 | 90 | 833 | 18 0 11 | |
| Increase, ... | ... | ... | 6 | 95 | 93 | ... | 49 | ... | |
| Decrease, ... | 4 | 8 | ... | ... | ... | ... | ... | 6 4 0 | |

Not only did no boys pass the last Entrance Examination, but the upper classes have been so negligently taught that I very much doubt whether any will pass either in this or the next year. As a rule the boys write English badly and spell worse. I observed on my last inspection in April, no evidence of earnest work. In the 1st class 3 boys out of 7 failed in English dictation, the translation books were exceedingly bad. Very little had been done, and not only was the translation often incorrect and uncorrected, but even the passage given for translation was incorrectly copied. In history only 3 boys did well. In Euclid 3 failed, and in fact the only subjects in which the pupils fairly acquitted themselves were Algebra and Arithmetic. The 2nd and 3rd classes were in an equally bad state. My personal examination fully bore out the results of the last Departmental Examination. Then only one out of 7 passed in the 1st class, in the 2nd class of 14 boys presented for examination not a single boy passed in English. In the 3rd class in the same subject only 3 passed out of 10, and in the 4th class only 7 out of 13. I then wrote seriously to the Head Master on the state of his school. I do not at all understand the reason of the slovenly teaching that now seems to prevail at this school, and which certainly will not be allowed to continue. The Head Master, Mr. Rám Chandra Bose, is one of the highest paid school masters in Oudh. He receives 200 Rs. a month, and he has had considerable experience in tuition. In the annual report for 1869-70, it was recorded "the zil'a "school at Sítápur has the advantage of a Head Master whose heart is "in his work and carries his fellow teachers with him." Again in the same report it was said "various Officers have recorded their apprecia-"tion of the Head Master, Bábú Rám Chandra Bose, and the school is "clearly in excellent hands." In the Departmental Examination of 1870-71 the school did fairly well, it is only during the past year that

the scholars have done so badly. The Head Master says that 75 per cent. of the school are foreigners. Sítápur is a very small place. Though it is the head quarters of a Division it does not contain 6000 inhabitants. The Head Master does not even think that the fee receipts at Sítápur will be so good in future as they have been; for many of the parents of those who formerly paid liberally, have left. The Head Master gives no adequate reason for the failure of the classes at the last examination. He pleads irregularity of attendance, the loss of some of his best boys, and the absence on leave of the 2nd and 3rd Masters. He mentions that within the last two months, three of the most promising pupils in the 1st class have left, two because their fathers have left the station, and one because of poverty. So also one of the 3rd class boys has been absent from long continued illness, But such trivial changes as these, are liable to happen in all zil'a schools in Oudh, and a school established in 1859, or 13 years ago, ought by this time to be independent of such changes. Better results will be achieved next year, or the teaching staff will have to undergo considerable modification. A boarding house has been rented by the municipality, and made over to the Head Master. There are now 11 boarders, and the fees paid by the boarders amount to 5 Rs. monthly. This sum is repaid to the municipality. The Committee do all in their power for the school.

The Tahzib-i-Sítápur of which the Head Master of the High School is one of the office bearers, continues, and its discussions are interesting and conducted with ability.

Hardui. 62. It is refreshing after the record of so many failures at Sítápur to turn to so well managed a school as Hardui.

The statement below shows, that the pupils have increased by 47, the increase being entirely confined to the upper department, the true High School, and to the middle department. The average attendance is also very good being 88 per cent. of the number enrolled. The fees have increased, and the cost of educating each pupil has fallen from 25 to 21 Rs.

| Year. | Passed the entrance examination. | Pupils in the Upper Division. | Pupils in the Middle Division. | Pupils in the Lower Division. | Total. | Percentage of attendance. | Fees. | Average cost to Government per pupil. | Remarks. |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Rs. | Rs. A. P. | |
| 1870-71 | 4 | 47 | 46 | 94 | 187 | 87 | 426 | 25 0 6 | |
| 1871-72 | 4 | 56 | 90 | 88 | 234 | 88 | 443 | 21 0 1 | |
| Increase, | 0 | 9 | 44 | 0 | 47 | 1 | 17 | 0 | |
| Decrease, | 0 | 0 | 0 | 6 | 0 | 0 | 0 | 4 0 5 | |

Four boys passed the Entrance Examination last year, and at the last Departmental examination the then 2nd class boys did so well that it is to be expected that at the next University Examination the pupils will again do well. They, however, require careful training in English. Last year the 1st boy from this school passed 3rd of all the entrance candidates from the whole of Oudh. The 2nd boy was passed by Canning College, the 1st by the Martiniere and the 3rd by Hardui. Two of the 4 successful candidates at the entrance examination passed in the 1st Division, and two in the 2nd. Hardui is the only one of the High schools that this year I have not visited and examined. The increase of 53 boys in the upper and middle division is owing partly to the transfer of boys from the Anglo-vernacular schools of Mallawán, Sháhabád, Bilgrám and Sandíla, all of which act as feeders to the Main school, and partly to the promotion of boys from the branch and primary division of the Main school. Sítápur is unfortunate in not having so many feeders. It has but one, that of Biswán, and no boys this year obtained scholarships at Biswán, and so none went to the Main school. Of the 4 boys who passed the Entrance Examination, three are reading at Canning College, and the 4th is now officiating as 3rd master of Hardui, the Head Master being absent on leave on medical certificate. The second master Mr. Prayanáth Básu, is now acting for him. Mr. P. Bose joined on the promotion of the late second master to the Deputy Inspectorship of Gonda.

I have already mentioned that the 2nd class did well at the last general examination. The remarks made by me in the printed results of the examination of the several classes were as follows :—

*1st Class.* A very good class and highly creditable to its instructors. This remark was confirmed by the University Examiners, who passed 4 students, two in the 1st Division.

*2nd Class.* A very good class, all may be promoted. The Director of Public Instruction, wishes the Sítápur masters would emulate the teachers of Hardui, Bára Banki, and Lakhimpur, and produce equally good results.

*3rd Class.* All these pupils may be promoted. The state of the whole class is highly creditable to pupils and teachers.

*4th Class.* A very good class, not a single boy has failed. Maya Prashad has done excellently, besides receiving a prize for general proficiency he will obtain a special prize for translation and proficiency in Persian. The remaining classes examined by the teachers did very well, and deserving boys received promotion. A boarding house is very urgently required. There are so many out-station pupils, 14 pupils having joined from the village schools alone, that for their accommodation it has been necessary to hire 3 different houses. It would seem that a single house sufficient for all the boarders could not be hired.

Of the three branch schools the best has sent 14 pupils to the Main school this year. The 2nd branch has sent 4, and it is expected that about next October 5 boys will be ready to join from the 3rd branch.

63. This school is a good High school as will appear from the accompanying statement. Lakhimpur.

| Year, | Passed the Entrance Examination. | Pupils in the Upper Division. | Pupils in the Middle Division. | Pupils in the Lower Division. | Total. | Percentage of attendance. | Fees. | Average cost to Government per pupil. | | | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Rs. | Rs. | As | P. | |
| 1870-71, ... | 4 | 26 | 43 | 89 | 158 | 80 | 376 | 24 | 14 | 2 | |
| 1871-72, ... | 3 | 22 | 63 | 84 | 169 | 88 | 401 | 25 | 4 | 1 | |
| Increase, ... | ... | ... | 20 | ... | 11 | 8 | 25 | 0 | 5 | 11 | |
| Decrease, ... | 1 | 4 | ... | 5 | ... | ... | ... | ... | | | |

There are not, it is true, many pupils in the Upper division, but both that and the Middle division have been excellently taught. The school has been seriously inconvenienced from the want of proper school accommodation. The Main school required repair last year, was unroofed just before the rains, no wood for the roofing was forth-coming, the rains came on, the walls never well built, suffered ; and the building has now been condemned. The Main school meets in a Bangalow hired at a cost of 30 Rs. a month. It will be seen that the attendance and Fee collections have increased. The increased cost is owing to the necessity of hiring a Bangalow for the accommodation of the school. Of 4 boys sent up for matriculation 3 passed, two in the 1st Division and one in the 2nd. The 4th boy failed in mathematics. His failure was expected. The three boys that passed have all joined Canning College. The school was visited during the year by the officers noted in the * margin. The Inspector also visited the school, and I personally examined all the classes in April last. All did exceedingly well, Mr. McMinn during the year gave several good prizes both in money and books to the best pupils, and many valuable books to the School library. The School or Sub-Committee was organized in October last and it has since assembled three times. The library is, the master reports, in good order. 93 volumes have been added during the year, of these Mr. McMinn, gave 17. There are now in the library 380 volumes. With my consent, subscribers to the library are allowed to use the books. To the 31st of March last the subscriptions amounted to Rs. 60-4-0. With this sum additional books can be purchased.

* The Chief Commissioner, Major Wilkinson, Deputy Commissioner, Captain Erskine, Mr. McMinn, Settlement Officer, Mr. Blennerhassett, Lieutenant Wyllie, Assistant Commissioner, Syud Gholam Hyder Khan Bahadur, Extra Assistant Commissioner, The Rajah of Ocl, The Thakur of Mahewa, Mr. Anthony, Raja Jung Bahadur Sah of Khairagarh.

The Branch School at Kherí is doing well. It has recently been made a Grant-in-aid school, two-thirds of its cost being paid from Fees and one-third from the Grant. During the year the branch sent up nine boys to the Main School.

The boys are said to have been very well behaved during the year and the Head Master speaks in very favorable terms of his assistants.

## SECTION IV.—B. MIDDLE CLASS, ANGLO-VERNACULAR SCHOOLS.

There are only eleven Government Anglo-Vernacular Middle Class Schools in Oudh, the others being Tahsíl or Town Schools with aided English Departments.

64. There are now 19 Anglo-Vernacular Middle Class Schools in this Province. When the department was first formed the Government of India in Resolution No. 1087, Financial Department, dated 29th June 1864, sanctioned 11 Anglo-Vernacular Tahsílí schools. It was understood in terms of the Despatch of the Secretary of State for India No. 8, dated 16th March 1864, that "a zil'a School is as a general rule to "be maintained at the principal station of each district, so a Tahsílí "school should be maintained by Government in each Tahsíldári, gene-"rally at the Head Quarters of the Tahsíldár." The Educational Department in Oudh then commenced with zil'a Schools, whose state and progress have already been described, 11 Anglo-Vernacular Tahsílí schools and with one Vernacular Tahsílí School at the Head Quarters of every Tahsíldár. But the despatch already quoted went on to say that whilst the one per cent. school fund should be expended *only* on the support of Village Schools and Normal Schools required for the training of village school masters, the Secretary of State was not disposed to require that the whole cost of providing town schools should be thrown upon the Local Community, but that the establishment of such schools would be left to the inhabitants under the operation of the Grant-in-aid rules. This also seemed to imply that the improvement of the Vernacular Tahsílí schools where established, would be left to urban inhabitants under the Grant-in-aid rules. Accordingly subscriptions were raised and English departments were added under the Grant-in-aid rules to 7 other schools, namely to those of Bilgrám population 11,500, Sandíla population 15,500, Tánda population 13,500, Nawábganj population 6,000, Rúdauli population 12,500, Rám Nagar population 5,700, and Golágokarn.

When therefore the Officiating Secretary, Government of India, in his No. 39 dated 31st January 1871, in review of the Educational Report of Oudh for 1869-70, said in para 18, that "instead of 18 schools of this "class you might consider whether one for each district or 12 in all "would not be ample for the requirements of the Province," it was probably not remembered that there were less than 12 purely Government Anglo-Vernacular Middle Class Town Schools, only 11 such schools in fact, and that the remaining 7 schools were simply those Vernacular Tahsílí schools contemplated in the despatch of 1854 with Grant-in-aid departments added in accordance with the spirit of the Despatch from the Secretary of State for India, dated March 1864, already quoted, and sanctioned by the Government of India. During the past year, and also with reference to the same despatch and in connection with the letter No. 300, dated 7th August 1871, from the Government of India on Mahomedan education, a Grant-in-aid department has been added to a Town school at Kakori. Kakori is the 20th town in Oudh and contains upwards of 8,000 inhabitants, principally Sheikhs. In former times some of the ablest Mahomedan officers in India were here educated. The people were highly prosperous and as education was then understood, well educated. But no Imperial Government school was ever

An aided English Department added to the Kakori Vernacular School.

opened, and it would perhaps have been impolitic to have attempted as suggested by the Secretary of State, to raise a special Educational Fund by assessment or town duties, amongst a Mahomedan population very poor, suffering from the decadence of all Mahomedan powers in India, and not accustomed to our system of tuition and to western science. At the same time, it was manifestly impossible to allow the children of more than 8,000 persons to grow up in ignorance, and so a small sum was set aside from the Rural Cess to open in this Mahomedan town a Primary School. The Primary School succeeded fairly, the people of Kakori are naturally clever, and the school was raised to the town school grade, but was still supported from the Rural Cess. Thus contrary to all rule, a fund designed for the education of a rural populatinn was expended on Urban Mahomedans. But in the absence of any educational town rate there were two evils. It was either imperative to allow large numbers to grow up in ignorance, or to infringe a rule regarding the expenditure of the Rural Cess, that is for the most part salutary. The school became one of the best town vernacular schools in Oudh, and last year the chief inhabitants met together and promised a subscription of Rs. 25-8 monthly if an English department were added to the existing vernacular school. Their request was entertained, a special curriculum in which more than usual prominence was given to the study of Arabic and Persian was framed, a fee of not less than eight annas was prescribed for every student who should join the Arabic and English department, and there are now after a few months, 27 boys learning English *and* 12 Arabic, under a competent Mahomedan gentlemen who is himself not only acquainted with English, but is also a good Persian and Arabic scholar. The school is managed by a Committee of whom the President is Mr. Muhammad Imtyaz Ali. It is stated above, that it would have been impolitic to have attempted to raise a special town rate for education in Kakorí, but at the same time it is not now convenient to support this town school from the Rural Cess. Accordingly the Local Rate Committee were asked to give a small sum for the support of this Vernacular School, this they kindly did, but the amount was subsequently removed from my budget.

I trust that I have now explained how it is that we have 19 Anglo-Vernacular Town Schools in Oudh.

Subscriptions to Middle Class Anglo-Vernacular Schools have in some cases, owing to the levy of the New Local Rate, been withdrawn.

65. There is one other point. The T'alukdárs, I believe voluntarily, agreed to the imposition of the new rate now levied under Act XVII of 1871. One of the declared objects of the rate was the support of education. The land-holders of Hardui so soon as the cess was levied declined to pay any thing more for the support of the Aided English departments of the Bilgrám and Sandíla schools. Accordingly the Local Rate Committee of Hardui were solicited rather than that the English Departments of schools in such populous and important towns should be closed, to support them.

Satisfactory condition of the Sandila and Bilgrám Schools.

This they agreed to do, and you with your No. 0 dated 29th February, forwarded to me the proceedings of the Local Rate Committee, apportioning a sufficient sum for the support of these schools. When my remarks on the Sandila and Bilgrám Schools are read, I think it will be

apparent, that the grant of the Local Rate Committee has not been misapplied. The schools are excellent feeders of the Hardui High School, now, mainly in consequence of the support it draws from the Middle Class Anglo-Vernacular Schools in Hardui, one of the best in Oudh. The school at Bilgrám, the 12th town in Oudh, with a large Syad population, commenced the year with 161 pupils and ended it with 212, the cost to Government of educating each pupil falling from Rs. 6 to Rs. 4. The school at Sandila the 6th town in Oudh, commenced the year with 169 pupils and ended with 301, the cost of educating each pupil falling to 3 Rs which is less than the cost of educating a pupil in a Vernacular Tahsílí school in the North Western Provinces. In those Provinces in 1870-71, the cost to Government of educating each pupil at a Government Vernacular Tahsílí school was Rs. 4-2. Moreover female education has commenced very successfully at Sandíla.

Progress of female education in Sandíla.

Last year there was not a single girls' school, now there are 5 with 127 pupils enrolled. These girls' schools are managed by the most respectable gentlemen in Sandíla, and the Committees themselves voluntarily asked that the schools might be inspected by the Head Master of the Anglo-Vernacular School, though the pupils are for the most part Mahomedans, and the Head Master is a Hindú gentleman. Under these circumstances it will not perhaps be said that the people of Sandíla and Bilgrám are opposed or even indfferent to education, because their principal inhabitants are too poor both to pay the new Rate and to continue to subscribe to the English departments of these schools. They pay fees, and the collections increased at the two schools from Rs. 298 to Rs. 356. I trust then that the Chief Commissioner will be able to approve of the support of these schools from the New Local Rate, when I shall have the honour to submit a formal application for the continuance of the grant. The discontinuance of the English departments of these schools would be disheartening to the large Mahomedan population of these places, who by their continuance, can hope to send their children to join the High school at Hardui, and ultimately to continue their studies at Canning College; and would have an injurious effect on the Hardui High school which they feed Perhaps now the discontinuance of these English Middle Class Schools would be opposed to the Despatch No. 6 of 1862 from the Secretary of State; in which it is said with great liberality and breadth of view, that though it was contemplated in the despatch of 1854 that a time might come when many existing Government Schools might be discontinued, and the work of education to a greater extent carried on by private aided institutions, yet that "Her "Majesty's Government are not willing that a Government School "should be given up at any place where the inhabitants shew a marked "desire that it should be maintained."

Government Schools are not to be closed at places where the inhabitants shew a marked desire for their continuance.

It is not necessary that I should discuss the remaining Middle Class Schools as they were established with the sanction of the Government of India, and may be continued, so long as they are in good order and act as feeders to the High Schools. It will be possible, however, to reduce Inhona to a Vernacular Town School grade without injury it is thought

to education, and I am now corresponding with the Inspector, Eastern Circle, on the subject. The population of Inhona is less than 5,000.

Comparative Statistics of Anglo-Vernacular Middle Class Schools.

66. The comparative statistics of these schools for the last eight years may be thus shewn.

| Institutions. | Year. | Number of Institutions. | Number of pupils on rolls at close of the year. | Average number of pupils on rolls during the year. | Average attendance during the year. | Percentage of average attendance to average number of pupils on rolls. | Amount of fees collected during the year. | Total expenditure. | Expenditure from Imperial Fund. | Cost per pupil. Total Cost. | | | Cost per pupil. Cost to Government. | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Rs. | Rs. | Rs. | Rs. | As. | P | Rs. | As. | P. |
| Anglo-Vernacular Town Schools. | 1864-65 | 18 | 1,518 | ... | 972 | ... | 541 | 20,344 | 13,472 | 20 | 14 | 10 | 13 | 13 | 9 |
| | 1865-66 | 19 | 1,907 | 1,714 | 1,424 | 83 | 1,056 | 28,590 | 19,455 | 20 | 1 | 3 | 13 | 10 | 7 |
| | 1866 67 | 19 | 2,072 | 1,899 | 1,593 | 83 | 1,186 | 25,938 | 17,168 | 16 | 4 | 6 | 10 | 12 | 5 |
| | 1867-68 | 20 | 2,258 | 2,174 | 1,716 | 78 | 1,581 | 32,020 | 23,284 | 14 | 11 | 8 | 10 | 11 | 4 |
| | 1868-69 | 19 | 2,164 | 2,149 | 1,775 | 82 | 2,013 | 30,510 | 22,348 | 13 | 15 | 0 | 10 | 3 | 4 |
| | 1869-70 | 18 | 1,840 | 1,965 | 1,599 | 81 | 1,915 | 26,809 | 20,389 | 13 | 10 | 3 | 10 | 5 | 11 |
| | 1870-71 | 18 | 2,214 | 2,096 | 1,678 | 80 | 2,054 | 25,306 | 19,333 | 12 | 1 | 2 | 9 | 3 | 7 |
| | 1871-72 | 19 | 3,180 | 2 968 | 2,403 | 81 | 2,367 | 27,669 | 19,728 | 9 | 5 | 2 | 6 | 10 | 4 |

Or if we omit the Kakori School, there has been an increase in the 18 long established schools, of 861 pupils or of about 40 per cent. on the number enrolled last year, and a decrease in the cost per pupil from Rs. 9-3 to Rs. 6-12. If we include the new school at Kakori, then the numbers have increased by 966, and the cost to Government per pupil has diminished to 6-10.

Departmental Examination of Anglo-Vernacular Middle Class Schools.

67. The 1st classes of these schools were examined by written questions last September. The result of the last examination is shown in para 45. The 1st classes of the Darriabad, Colonelganj and Atroula schools did excellently by obtaining more than 60 per cent. of the number of marks, allotted. Those of Púrwa, Akbarpúr, Sandíla, Golágokarn, Tánda did well, obtaining more than 50 per cent. of the full number of marks. Rúdauli, Rám Nagar, Haidargarh, Biswán, Sháhabad, Muhammadi did fairly, obtaining more than 40 per cent. of the marks allotted; whilst Jais, Inhona and Nawábganj all barely passed. The English department of the Inhona school will be closed. It is a place of little population. I hope to make the Nawábganj school a Grant-in-aid school, the Municipality have promised a subscription, and in addition some of the towns-people have agreed to subscribe. Nawábganj being a town of more than 6,000 inhabitants ought to have a good Middle Class School, if only the necessary local support is forthcoming. Jais is a large Mahomedan town, and, as will be seen from the Inspector's report, the school has improved since the September examination. Considering the high pay that the Head Master of Sháhabad receives, the 1st class of that school ought certainly to have done as well as that of Darriabad. The remaining classes of these schools were examined by

their respective teachers and promotions were made. The present number of scholars according to the several standard or classes, as compared with the numbers in the several classes of previous years may be thus shewn.

Classification of Anglo-Vernacular Middle Class Schools.

| Institutions. | Year. | Number of Institutions. | Number of pupils in classes. | | | | | | | | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Extra class or 3rd class of the zil'a School Curriculum. | I. | II. | III. | IV. | V. | VI. | Total. | |
| Anglo-Vernacular Town School. | 1864-65, ... | 18 | ... | 21 | 150 | 328 | 397 | 652 | ... | 1,548 | |
| | 1865-66, ... | 19 | ... | 115 | 245 | 412 | 418 | 687 | ... | 1,907 | |
| | 1866-67, ... | 19 | ... | 81 | 192 | 276 | 528 | 995 | ... | 2,072 | |
| | 1867-68, ... | 20 | ... | 84 | 218 | 285 | 547 | 1,124 | ... | 2,258 | |
| | 1868-69, ... | 19 | ... | 146 | 189 | 336 | 517 | 976 | ... | 2,164 | |
| | 1869-70, ... | 18 | ... | 147 | 209 | 291 | 489 | 704 | ... | 1,840 | |
| | 1870-71, ... | 18 | ... | 190 | 233 | 290 | 569 | 932 | ... | 2,214 | |
| | 1871-72, ... | 19 | 28 | 222 | 256 | 421 | 595 | 751 | 907 | 3,180 | |

There has been considerable improvement, especially in the 3rd class, which has nearly doubled. It will be observed that a 6th class has been opened. Previously the 5th class contained both readers and non-readers. Now no boys are promoted to the 5th class until they have mastered the alphabet both orally and in writing, and in fact not until they are ready to commence to read. The exact knowledge of all the pupils can be ascertained by comparing the standards with the curriculum. The curriculum is, as I have before stated, very exactly observed, and pupils are not promoted, save when they deserve promotion, and only after examination.

Progress.

68. The comparative progress in each school appears from the statement of standards or classes given in the appendix.

I was obliged to give a special curriculum to Kakorí, owing to the fact that some pupils did not wish to pay a fee of eight annas and learn English, but desired to continue their studies to the 1st class of a Vernacular Middle Class School. This is the reason why the English departmental standards are shewn separately from the Urdú-Persian Departmental standards. Ramnagar is a very poor school. The English department is aided, and costs the State but Rs. 20 a month.

The population of Ramnagar is nearly 6,000, so I hesitate to withdraw the grant. The school is entirely managed by this department. A new Head Master has been appointed, and another year's trial may be given. I proceed now to discuss the state of each school.

Anglo-Vernacular Schools, Western Circle. Kakorí.

69. This is a very large town containing upwards of 8,000 inhabitants, chiefly Sheikhs. In the absence of any Urban Educational Rate, or Municipal collections, it was necessary to establish a Primary School here, and to support it from the Rural Cess. This school made such progress that some years ago it became a Vernacular Town School, but was still

supported by the Rural Cess. During the past year the principal Mahomedan residents of Kakorí raised subscriptions aggregating Rs. 25-8, per mensem, and solicited that an Anglo-Arabic branch might be opened in connection with the Primary School there established.

There were two objections to this proposal.

1*st*. It became necessary to continue the expenditure from the cess on the Primary School at Kakorí, to use a fund for rural education in the support of an Urban School.

2*nd*. Kakorí not being far from Lucknow it would have been better if the Mahomedan gentlemen of Kakorí had sent their children to learn English at Canning College, rather than to have opened an Anglo-Vernacular School at Kakorí.

But the Mahomedans of Kakorí said their children were too young to send to the School department of Canning College. They could not leave them in so large a city as Lucknow, with no special person to look after them, neither could they afford to pay an "Atáliq" or governor. It was also urged that if they waited until their children were old enough to send to Lucknow, much precious time would have been wasted. They desired their boys to be grounded in English, Persian and Arabic, at Kakorí, and afterwards when of a suitable age they wished them to complete their education at Canning College.

The Government of India, in Resolution No. 300, dated 7th August 1871, strongly urged that special attention should be paid to the education of Mahomedans.

Kakorí is a very large and ancient town whose inhabitants have long been celebrated for their Persian and Arabic acquirements. It was thought wise then to accede to the wishes of the subscribers and to open an English department in connection with the Primary School for the education of the sons of Mahomedan gentlemen residents of Kakorí. At the same time it was arranged, that the establishment of this English department should not alter the character of the present Vernacular School established in Kakori, for the primary education of its inhabitants. It was also arranged that every boy who studied only in the Anglo-Arabic Department, should pay a fee varying from 8 annas to one rupee a month, that every scholar who studied English and Urdú, should pay a monthly fee of at least four annas, and that every scholar who attended only the Primary School should pay a fee not exceeding two annas. It was arranged that a subscriber of eight annas monthly might nominate a relative to attend school, and that this subscription would be considered as that boy's fee. At the close of the year the scholars had increased from 78 to 95, and the percentage of average attendance from 71 to 84. The total cost of educating each pupil has risen from Rs. 3-6 to Rs. 5-10-5. There are now twenty-seven boys studying English, thirty boys studying Persian, and nine Arabic. The primary department is not nearly sufficiently developed, and great care will have to be taken that the richer children do not absorb the whole attention of the teachers to the neglect of the

mass. The Head Master is Syud Rashid-udin, who has passed the matriculation examination of the Calcutta University, and the F. A. examination of Lahore University College. He is a good Persian scholar. The sum credited as fees, the English department was only opened in January, was Rs. 20 and the subscriptions amounted to Rs. 204. A commencement has been made. The school committee, particularly its managing member Maulavi Imtyaz Ali, are not inactive, and if proper care be taken of this school, I do not doubt but that it will be possible actively to interest the Mahomedan gentlemen of Kakorí, in the intellectual advancement of their countrymen.

70. There are now two branches to this school. The pupils have increased from 169 to 216, the average attendance from 74 to 75 per cent. of the number enrolled, and the cost to Government per pupil has fallen from Rs. 10-7-0, to Rs. 7-8. The fee collections have also increased from Rs. 118 to Rs. 158. It now as respects fees, occupies the 5th place amongst Anglo-Vernacular Middle Class Schools, Shahabad occupying the 1st place. The classification has also improved. At the annual examination all the classes did well save the 5th, and the teacher of this class has been sent to the Normal School. I visited this school in March, and personally examined the first four classes. All the pupils did well. The Copy books and Common place books of the pupils were excellent. A large number of these books have been made up by Munshi Nawul Kishore at the request of Mr. Durga Prasada the Inspector, and are now for sale. The school was twice visited by the Inspector. The untidy state of the class rooms, of which I had to complain last year, had been rectified, and I found that the school had improved in every respect, in attendance, scholarships, fees, numbers and appearance. It is worthy of remark, that only *two* Mahomedans attend the Main School. The Head Masters of both the branch Schools are Mahomedans, and in these schools are several Mahomedan boys, who as time progresses will be advanced to the Main school. There is a good school building. But it has not received the usual annual repairs. It is on the books of the Public Works Department. The Sub-committee of the school met six times during the year, and raised a fund to provide indigent scholars with books. Sheikh Khuda Bux, Inspector of Police, is a particularly active member of the Committee. Púrwah.

71. This school has not done so well as I anticipated. The head master was absent on leave for three months. This may have affected the school. However, there has been some improvement. The classification has improved, the numbers have increased, from 266 to 287, and the percentage of average attendance is now 83. In the previous year it was 82. But the fees have decreased from Rs. 240 to Rs. 232. This decrease small though it is, ought not to have occurred. It was occasioned by closing one of the five branch schools and by the transfer of certain pupils to the Hardui high school, one of whom used to pay Rs. 2 a month and the other 8 annas. The cost to Shahabad.

Government of educating each pupil has fallen from Rs. 6-10 to Rs. 6-9. The Inspector when he visited the school in March was not satisfied with the results of his personal examination, nor did he think that the Branch Schools had been efficiently supervised. As Pandit Jawala Prashada the Head Master is one of the highest paid Middle Class School Masters in Oudh, these defects will not be allowed to continue. He says that the under masters neglected their work during his absence on leave, when the school was placed under the charge of Babú Jagan Náth Prasada a very experienced teacher. At the last annual examination 8 out of 10 of the 1st class boys passed well in all subjects save in mathematics and in translation. In these subjects the pupils were somewhat deficient, but not sufficiently so as to stop their promotion. Seven of the eight passed boys are now attending the Hardui High School. Shahabad has an excellent school house, and the usual annual repairs have been executed. The Sub-committee met regularly during the year. Mr. Mahomed Amir Khan one of the members, allows a Branch School to assemble in a portion of one of his houses. This branch now contains 64 pupils. The Inspector speaks favourably of the influence exerted by the tahsíldár. I regret to record the death of Nawáb Husain Ali Khan t'alukdár, who was an influential member of this Committee. In this town there are no less than 1,800 houses occupied by Brahmins, yet Brahmins are not sufficiently represented at the Main school, though a special Nágri teacher has been retained ever since September for the instruction of their children.

Bilgrám.

72. At the last general written examination, nine boys of the first Class of this school were examined. All passed and three obtained scholarships, and five of those who passed are now studying at the Hardui High School. A sixth has left school in search of employment, a seventh is now acting as an assistant master, and the remaining two still continue their studies. The other classes examined by the masters also did well. In fact the school has much improved. The pupils have increased from 161 to 212, the fee collections from Rs. 153 to 165, and the percentage of attendance is the same as last year being 82. The cost to Government of educating each pupil has fallen from Rs. 6-1 to Rs. 4-5. The Head Master thinks that the numbers and attendance will still further increase. The classification has much improved. The Inspector examined the school in March. The 1st class boys were then somewhat deficient in mathematics, and generally the pupils of the lower classes required practice in spelling, writing and Arithmetic. No doubt before the next general examination deficiencies of this kind will not exist, and the pupils will be ready for promotion. The school building is said to be in good order. The annual repairs have been executed, and a good approach to the school house which is built on a bank, mound or hill, has been made. The middle classes of Bilgrám are exceedingly poor. Here as at Malihabad many subsist by pulling down and selling the bricks of the houses built by their ancestors. I think that for such large towns as Bilgrám and Sandila, with a large but poor middle class, chiefly Mahomedans, some special scholarships should be attached to the school, so that the children of poor but respectable people may be able to prosecute their studies.

We have no town educational funds, and of all the towns in Oudh, the municipalities of only nine contribute anything for education. The Sub-Committee assembled seven times for the transaction of business connected with the school. Mr. Syud Muhammad Ashraf, and Mr. Syud Wasí Haidar, T'alukdárs, and the Tahsíldar Mr. Rai Buldeo Bux, have interested themselves greatly in the school. The head master speaks favourably of his subordinates.

Sandilá.

73. The progress that this school made during the year under review is really surprising. The numbers have increased from 169 to 301, the average attendance from 89 to 91 per cent. of the pupils enrolled, the fees from Rs. 145 to Rs. 192, and the cost to Government per pupil has diminished from Rs. 4-12 to Rs. 3-1 the total cost having fallen from Rs. 8-5 to Rs. 6-5. The classification has improved. In the three classes of the upper division of the school are now 58 pupils, last year there were 47. At the last annual examination all the 1st class boys, 12 in number, passed successfully, and the lower class boys were most of them fit for promotion. Of the 12 first class students who passed, two went to the zil'a school Hardui, two to the Agra Mission School, and two obtained employment. The remaining six still carry on their studies at the main school and hope to compete for scholarships at the next annual examination. The Government School house has been under repair for the past two years. At the close of the year the repairs were not finished. The head master reports that they are proceeding and hopes that they will be finished before the rains. The school meets and has met for about two years in a hired house. The school Committee assemble once a month, and the members Maulavi Azim Alí, and Munshí Sheo Sahai, are especially active. I have already mentioned that there are five girls' schools containing 127 pupils under the management of the Committee and the head master. The school was examined in March last by the Inspector, who found all the classes going on well. The head master Mr. Munna Lal has worked hard during the year, and the results of his labours are excellent. He speaks very favourably of the assistance he has received from his Assistant, Munshí Biharí Lal.

Biswán.

74. During the year the new school house was completed. The school was formerly held in a nazul building, this will now be available for a branch school, and will give excellent quarters to the teachers. The school has not increased much during the year. There are now 160 enrolled, at the close of the previous year there were 128. The average attendance is 83 per cent. of the number enrolled. The fee collections amounted to Rs. 150. There has been no increase in fees. The classification has improved. At the last general examination nine out of 11 boys in the 1st class passed. But none obtained sufficient marks to receive scholarships. They were beaten by boys from other schools. As all of the boys were too poor, to attend the Sitápur Zil'a School, without scholarships, and as the head master said he could arrange for the instruction of an extra class without neglecting the lower class pupils, I consented to the formation of an additional class in which there are now 10 pupils.

All the other classes with the exception of the fourth did well at the general examination. In the first four classes of 72 enrolled, only 10 were left unpromoted. The school was examined by the Inspector in March. He reports that the translation from Urdu into English of the boys of the two higher classes was not good, and the boys of the lower classes were not well grounded in English. The school Committee have not been active, Thakúr Balwant Singh, died last November, and his place has not been filled up. Thakúr Gumán Singh T'alukdár of Rampúr, lives too far off Biswán ever to visit the school. He should be removed from the Committee. The Committee only held one meeting during the year. I have directed the Inspector to reorganise the Committee, and to submit the names of proposed members to the Deputy Commissioner.

Muhammadi.

75. The members enrolled have increased from 120 to 160. But the percentage of average attendance has fallen from 83 to 81. The head master attributes the decrease to the heavy rains of last year, which prevented the attendance of boys from the neighbouring villages. He expects the attendance to improve. The fee collections have increased from Rs. 148 to Rs, 196. The classification has improved. The highest class now contains double the number of any similar class in any similar school. This is very good. At the last general examination 12 out of 14 boys passed in the 1st class. One boy obtained a scholarship. Two boys of these that passed joined a high school. Two boys of the 1st class received special prizes for the excellence of their Persian papers. The remaining classes did well at the general examination, 67 out of 105 receiving promotion. There were fewest promotions in the lowest class, many of the boys in that class being new comers. The Inspector reports that in February last when he examined the school, the school boys in the 1st and 2nd classes did not do well in English. The lower classes passed satisfactorily. When the higher classes are filled with pupils, there must be some diversity in their attainments, as each pupil cannot receive the same amount of individual attention, as when the class is smaller. It is better however to pass 20 out of 32 in a first class, than to have a 1st class consisting of only some 10 boys and to pass them all. The average cost per pupil has decreased. It has already been mentioned that 2 of the 12 boys who passed in the 1st class joined a High School, two others sought and obtained employment as School Masters, and the remaining 8 still continue their studies. The Head Master Mr. Muhammad Sajjád, complains of the inertness of the School Committee. As Muhammadi is the Head Quarters of a Tahsildár, himself the President of the Sub-Committee, there should be no want of energy. The Committee only assembled 3 times during the year.

The main School building was thoroughly repaired during the year by the Public Works Department. The branch School buildings were repaired by this department. The School was visted by the Deputy Commissioner, Major Wilkinson, and by the Assistant Commissioner, Mr. Wyllie. Both expressed their entire satisfaction with the school, the appearance and attendance of the pupils, and the cleanliness of the school,

rooms. Mr. Muhammad Sajjad, the Head Master is a very respectable painstaking gentleman, and I think the School will do well under his management. He speaks well of his assistants.

76. This is a Vernacular Town School, with an Aided English Department. It is at the Head Quarters of a Tahsíldár. The School is much in need of proper accommodation. The old School house was burnt down in June 1870. The School now meets in a borrowed house. The numbers have increased at the Main School and branches from 89 to 189. The percentage of average attendance has improved. It is now very good for a School of this class in so far removed a spot, being 81 per cent. of the average number enrolled. The fee collections have slightly increased. The total cost of educating each pupil has fallen from Rs. 13-5 to Rs. 7-4, and the cost to what was once the Imperial Budget allotment from Rs. 6-2 to Rs. 2-13. The cost of this School and its branches is now hardly greater than that of a Primary School. The classification has improved but slightly. There are too few boys in the higher classes. Still as the maintenance of the English Department costs the State nothing, and the Secretary of State in his Despatch No. 8 of March 1864, accepted the principle that the Government, would maintain a Vernacular School at the Head Quarters of each Tahsíldár, I recommend no change. The influence of the Head Master in extending primary education, and his supervision of the branch Schools are valuable. At the last annual examination all the five boys in the 1st class passed. Two are now reading at High Schools and the others have obtained employment. Although the School and its branches have done well, yet the Main School alone has not prospered. The numbers have fallen from 89 to 79, and the percentage of attendance during the year was but 79. The Head Master attributes the poor attendance at the Main School to the prevalence of fever. The pupils at the last examination held by the Inspector did not do well. One T'alukdár's son reads at this school The name of the boy is Raza Husain, he pays a fee of Rs. 2 monthly, but is irregular. During the year the 3rd Master Pandit Gya Prasádá died of fever. The Head Master is satisfied with the work of his Assistants. The Head Master also particularly mentions the assistance he received during the year from Mr. Ganga Prasádá, the Tahsíldár now transferred to Muhammadí, and from Mr. Deví Prasádá the "Peshkár." The other Members of the Sub-Committee are said to have rendered little aid. Golágokarn.

77. The numbers have increased from 82 to 106, the percentage of average attendance from 63 to 71, the fee collections from Rs. 108 to Rs. 140, and the total cost of each pupil has fallen from Rs. 14-15 to Rs. 12-7, the cost to the old Imperial Budget allotment has decreased from Rs. 13-2-0 to Rs. 10-1-0. At the Annual Examination the 1st class sent up six pupils, all passed, and one obtained a scholarship, five of the six now attend the High School, Bára Bankí, and the sixth is employed as a School Master. The junior classes were examined by the Head Master and his Assistants, and are reported to have done well. It might seem from the above that the school was in a very good state. But if the returns be scrutinised, it will be seen that the increase in numbers is due simply to the opening of an additional branch. The attendance Haidargarh.

at the Main School is very poor, and in the first three classes are only 33 pupils against 34 of the previous year. As Haidargarh is a place of no great population, I should have proposed the school's relegation to the Vernacular Town School grade, had it not sent up so many pupils to the Bára Bankí High School this year. As it is, I have directed the Inspector to correspond with the School Committee, and to ask the Members to shew cause why the study of English should not be discontinued. The Committee are very active, they raised a subscription of Rs. 30 to maintain an indigent scholar, and generally have fulfilled the duties of a Committee. The Inspector speaks highly of the services on the Committee of Múnshí Shiam Biharí Lál, Tahsíldár, Chowdrí Nisár Ahmed, Kanúngo, Lalla Prabhú Dyalá and Mahomed Haidar Alí Khán, Manager of the Court of Wards. Mr. Lalla Prabhú Dyala even assists in the periodical examinations of this school, he was educated at Haidargarh. The Committee held a special Meeting on the 27th January, at which a lecture was delivered on the advantage of education by a Mahomedan gentleman Mr. Abdúl Qadir Khan. The lecture was published in the Educational Gazette. The Head Master speaks well of his assistants.

Darriabád.

78. This school is established in a town of more than 6,000 inhabitants, and is doing well. There has been a slight decrease in numbers. But the average attendance has increased from 84 to 114. The fee receipts have risen from Rs. 125 to Rs. 151, and the cost to Government of educating each pupil has fallen from Rs. 10-13, to Rs. 7-9, the total cost having decreased from Rs. 13-4 to Rs. 10-2. Here there is but one branch, though three neighbouring village schools are inspected by the Head master. The classification has improved, there being now in the three higher classes 57 pupils against 51 at the close of 1870-71. The three lower classes now contain 81 against 96 of the previous year. Thus the decrease in numbers whilst it has not affected the average attendance, relates only to the primary department of this middle class school. At the last general examination all the 1st class boys six in number passed successfully, and four did so well that they obtained scholarships, and are now reading at the High School Bára Bankí. Of the two remaining passed 1st class students, one is now a pupil teacher, and the other, the son of Rae Abhrám Balí, T'alukdár, is attending to his home duties. All the other classes did well at the general examination, and all the boys save 12 were found to be fit for promotion.

The school house is in fair order, but there is a "slight crack" in one of the walls of the main room. Besides the regular branch there are three neighbouring village schools that are under the inspection of the masters of this school. It is our object to utilise the influence of our Middle School Anglo-Vernacular teachers in spreading primary education, when such can be done without any injury to their own schools. So soon as these three ancillary village schools send up pupils to the Main school, they may then perhaps be considered as branch schools. At present their statistics are not included in the statistics of the Main School. They appear as village schools. The head master Mr. Abdúl Jalíl Khan speaks favourably of his assistants.

He was transferred during the year from Muhammadí. I visited the school in December, and assisted by the Deputy Inspector examined all the classes. The school was in excellent order, all the pupils did well in every subject, save that there was partial failure of the 1st class boys in Arithmetic. But the failure was not general. In the 2nd class every boy but one passed in Arithmetic. The present state of the school may be exactly ascertained by comparing the classification with the curriculum. During my examination both the sons of the T'alukdár Rao Abhrám Balí were present. Both were educated at this school, both know English and both are of most pleasing and gentlemanlike manner. They do credit to their training. The branch school too I found in good order, and was enabled to increase the pay of the Master Maulavi Jafar Husain, from Rs. 5 to Rs. 6. Neither the Head Master nor the Inspector record the services of the Committee.

Rudauli.

79. This is a large town of more than 12,000 inhabitants, and was well selected as a site for a Middle Class Anglo-Vernacular school. The Vernacular department is supported by Government, whilst the cost of the English department is defrayed from subscriptions and receives a grant-in-aid. One branch to the Middle Class school was opened during the year. The numbers have accordingly increased from 82 to 156, the average attendance from 56 to 133, the amount of fees from Rs. 62 to Rs. 145. The total cost for each pupil has fallen from Rs. 20 to Rs. 8-12-0, whilst the cost to Government has decreased from Rs. 13-8-0 to Rs. 5-7-0. There has been improvement in every respect. At the last general examination four boys in the 1st class passed, but none did sufficiently well to obtain scholarships. Two of the four are now reading at High Schools, the remaining two still continue their studies at the main school, and will again compete for scholarships at the next examination. The other classes are reported to have done well, and "nearly all the pupils obtained promotion." The classification has improved, there are now in the three first classes or in the upper half of the school, 38 boys against 27 of last year. I visited and examined all the classes. I was assisted by a Maulavi. The 1st class did fairly in all subjects save in English dictation and Arithmetic. The second class also failed in Arithmetic, and their Urdú dictation was not good. In fact the dictation both in English and Urdú was not good, and pupils were below the proper standards in Arithmetic. In other subjects the scholars did fairly. The main school building is in good order, and the branch school house will be re-built. A Mistrí is now employed in the work. The Committee was reorganised during the year, and gentlemen residents of Rudaulí were appointed Members. The Head Master mentions that Múnshí Bhawani Prasáda the Police Inspector, takes an interest in the school. Maulavi Imdád Alí also expresses himself satisfied with his assistants and more especially commends Qazí Husain Ahmed. The Head Master takes pleasure in the physical training of his pupils. Some gymnastic apparatus has been provided.

Ramnagar.

80. This is a Tahsílí School established under sanction of the Government of India as approved by the Secretary of State in despatch No. 8 dated March 1864. To this Tahsílí School an English Aided Department

was added some years ago. The school has not done well. The classification is not good, the bulk of the pupils being in the lower classes. The Head Master Mr. Arjún Singh, a relative of a T'alukdár residing at Khairabad, and a matriculated student of the Calcutta University, left Ramnagar without permission. He thus forfeited his appointment and was succeeded by Mr. Montry, who is also matriculated. I am very much disappointed at the conduct of Mr. Arjún Singh whom I especially selected, under the impression that a man of so respectable a family and of such attainments would be able to render the school popular and to fill it with pupils. But he was not successful and his conduct in leaving his post without permission is discreditable. He said he was ill, but he should have remained at his post until he was relieved. The number of pupils increased during the year from 70 to 122, the average attendance from 64 to 118, and the cost to Government per pupil fell from Rs. 10-15 to Rs. 5-9. But though the numbers have so increased, yet the fee collections have fallen from 57 to 55 Rs. and there are now only 19 boys in the 3 upper classes against 26 last year. These facts are alone sufficient to condemn the management of the school, and I should long since have proposed the withdrawal of the aid from the English department had not Ramnagar possessed a large population, and did I not hope that the school would improve. None of the Masters have worked well, and a thorough change of staff has been made.

The Committee as a body take no interest in education and never visit the school. I visited and examined the school in December last. Of 70 boys enrolled in the main school only 58 were present. The result of the examination may be thus tabulated.

| | Number Examined. | | |
|---|---|---|---|
| 1st Standard, | 8 | Passed in English, ... ... ... | 6 |
| | | ,, Vernacular, ... ... | 8 |
| | | ,, English Dictation, ... | 2 |
| | | ,, Arithmetic, ... ... | 2 |
| 2nd Standard, | No boys presented for examination, ... ... | | 0 |
| 3rd Standard, | 13 | Passed in English, ... ... ... | 5 |
| | | ,, Vernacular, ... ... | 11 |
| | | ,, Vernacular Dictation, ... | 13 |
| | | ,, Arithmetic, ... ... | 2 |
| 4th Standard, | 6 | Passed in the Vernacular, ... ... | 6 |
| | | ,, Writing the Do. ... ... | 6 |
| | | ,, in Numeration, ... ... | 4 |
| 5th Standard, | 22 | Reading and writing the Alphabet,... | 5 |
| 6th Standard, | 9 | Alphabetical tables, ... ... ... | 2 |
| Total, ... | ... 58 | | |

There was general failure in Arithmetic. The pupils of the 6th class were of less than six months' standing. At the last departmental exami-

nation four out of five students in the 1st class passed, but none obtained scholarships. The Inspector does not say what became of these five students, nor does he report in the manner in which the junior classes passed their examination. In December however I found 3 of the passed 1st class students still reading at the main school.

Recently Rájah Sarabjit Singh, gave a scholarship of Rs. 10 a month tenable at the Canning College School Department to the boy who passed 2nd in the general examination, and who obtained a special prize for Persian.

81. The numbers have increased from 100 to 214, the average attendance from 79 to 146, and the fee collections from 111 to 155. The percentage of average attendance has however diminished from 85 to 81. On this subject the Inspector remarks that "the attendance is in reality better than this percentage would indicate. In the middle of September "there was an unusual flood of the Tonse River, and for a fortnight no "one living on the southern bank could attend school." Akbarpúr

The cost of educating each pupil fell from Rs. 15 to Rs. 9 and the cost to Government from Rs. 14-3 to Rs. 7-7. At the general examination all the classes did well and almost every boy obtained promotion. Of the 1st class boys eight in number, all passed and two obtained scholarships. Only two boys have left school during the whole year. The classification is shown in the appendix. It will be seen that there is now a class corresponding with the 3rd of a High School. The class was added during the year without any additional expense to Government. Boys will, if this class be maintained, be able to prepare for matriculation within two years after leaving school. The Inspector remarks that many of the boys are poor "and it is difficult for their parents to meet "the expense of keeping them 3 years at Faizabad." Extra classes will not generally be added, unless they can be maintained without increased expense, and without neglect to the majority of the pupils. There are but 3 schools in which they have been added, namely in Jais, Biswán and Akbarpúr. At Biswán the class will not be allowed after the next general examination. There are now two branch schools and it is owing partly to their establishment that the numbers have so increased. But it will be seen by inspecting the classification statement, that all the classes have improved and not merely those of the primary department. There are now in the upper division of the school 66 boys against 43 at the close of March 1871.

The school was visited by me in March last. The main school was in excellent order. There were 109 boys present. All the classes did well. But the first three classes failed in English dictation. The copy books too were sometimes undated and uncorrected. There was also partial failure in Arithmetic.

The Branch School in Shahzadpúr I found in charge of a scholar about 17 years of age, anxious enough to do his duty, but inexperienced. The Head Master of the Akbarpúr school Mr. Deokalí Din is a hard-

working conscientious school master and deserves great credit for his unremitting attention to his duties.

The School Committee met five times, and individual members, especially Pandit Pem Náth frequently visited the school. His son gave four books to the School Library. The Head Master speaks well of all his subordinates, especially of Maulavi Anwar-ul-Haq.

Tándá.

82. The numbers have increased at this school and its branch, from 144 to 158. The percentage of average attendance has remained the same, whilst the fee collections have decreased from Rs. 143 to Rs. 113. The total cost of educating each pupil has fallen from Rs. 13-6 to Rs. 12-4, and the cost to Government from Rs. 7-13 to Rs. 7-4. The increase in pupils occurred principally in the branch school. The classification is shewn in the appendix. It is fair, but there has not been much improvement. No reason for the great decrease in fee collections has been given. Inquiries will be made.

At the general departmental examination the classes did well. But the Inspector remarks that "charges of unfairness were brought against the Head Master" not, Mr. Thomson is afraid, without truth. During the year as the masters quarrelled, the Inspector had to make frequent changes. He does not consider the present staff to be good. At the general examination all the five boys in the 1st class passed by the first standard for Anglo-Vernacular middle class schools, and one obtained a scholarship. He is now reading at a High School. The Head Master does not say what has become of the other boys, nor does he mention what boys obtained employment during the year. His report is meagre. I visited the school in March and assisted by the Deputy Inspector examined all the classes. I thought that the branch school in Tánda had been neglected. At the main school 85 boys were present. The boys of the 1st class did not read English well, and their translation into Urdú was un-idiomatic. It struck me that the Head Master himself was not in the habit of preparing his lessons. He mumbled whenever he was doubtful regarding the explanation of any matter, and his pupils all mumbled when any difficulty occurred. In English dictation there was general failure, and in Arithmetic the highest class did not even answer fairly. The English writing of the pupils was not good and the copy books of the 2nd class were exceedingly bad, and often uncorrected. In Arithmetic I found the 2nd class boys only up to the 3rd class standard, and the 3rd class boys only up to the 4th class standard. The school seemed to me to have been negligently taught. The Head Master is an experienced teacher and is highly paid. I hope that both he and his subordinates will this year work harmoniously together, shew greater energy, and above all prepare themselves those lessons they intend to give to their pupils.

83. Jais is a large Mahomedan town of more than 11,000 inhabitants. Its people were once famous for their intelligence and culture. It

ranked in these respects with Bilgrám, Kakorí and Zaidpur. In 1870 and in 1871 the Jais School was not in good order. Many of the more respectable inhabitants did not send their children to school, on the plea that sufficient attention was not given to Arabic and Persian. Accordingly a throughly competent Head Master, Syud Kyám-ud-din, was appointed, and greater prominence was given to the study of Arabic and Persian. The pupils have increased from 90 to 127, and the average attendance has risen from 61 to 78 per cent. of the number enrolled. The cost of education remains the same. At the last general examination, of 10 boys examined in the 1st class, five passed. The junior classes did fairly. One of the 5 boys who passed, obtained a scholarship and is now reading at the Unáo High School. The other boys are studying in the additional class opened in this school for those boys who were too poor to go to a District High School to complete their education. The fee collections fell from Rs. 79 to Rs. 74, some of the best paying pupils having left the school. The Committee are said to give but little assistance. Only one Member, Sheikh Abdul Ghafúr, is mentioned with praise. The Committee Members though amongst the most respectable people in Jais are said to carry little weight, as their fellow townsmen are jealous, and dislike any of their number to acquire any sort of influence. The Head Master speaks well of his assistants. There are now in this School 42 boys who learn Persian, 9 who study Arabic, 61 who learn English. In his Annual report the Inspector observes that the great number of boys in the lowest class is owing to the "number of beginners "admitted during the year and not to any negligence on the part of the "teachers." Mr. Thomson visited the School in December and March "and found "the Masters working diligently and the defects that were "so numerous in 1870-71, nearly all removed. He considers that if the "Head Master continue to work as diligently and skilfully as he has "hitherto done, the school will be amongst the best of its class by the "end of 1872-73. Mr. Thomson also is well pleased with the work of "the Assistant Masters."

84. This school it is proposed to reduce to a Vernacular Middle Class School. The proposal has already been submitted to the Chief Commissioner. The numbers have increased from 64 to 117, the average attendance from 71 per cent. of the average number enrolled to 82 per cent., and the fees from Rs. 56 to Rs. 66. The cost of educating each pupil has fallen from Rs. 17-11 to Rs. 11-5, and the cost to Government from Rs. 16-5 to Rs. 9-11. But the improvement is merely owing to the opening of branch schools, that is to the people's desire for primary education. At the main school the number on the 31st March 1872, was only 67, at the close of the previous year it was 64. Then 46 boys learnt English, now only 36 learn English. In 1870-71, the average attendance at the main school was only 49, during the year under review it was but 47. At the last general examination 8 boys in the 1st class were examined and 4 failed. Two of the 4 who passed, obtained scholarships, and are now reading at the High School, Faizabad. Choudhrí Sharaf-ud-din Husain, Lambardár and Qanúngo, also gave a scholarship to Ahmad Husain who passed fourth, and he too is now continuing his

Inhona.

studies at a High School. Another of the class who failed, is employed as a village school master. Nothing is said regarding the remainder of the class. The classification of the school is shewn in the appendix. The Inspector remarks " I made my annual inspection here on the " 28th March and was extremely dissatisfied with the state in which I " found the school. The Head Master has utterly neglected his work, " and where the Head is so careless, assistants can scarcely be expected " to be laborious. I believe it will be necessary to discontinue English " and reduce the school to a Vernacular Town School." The Head Master speaks warmly of the assistance rendered by the School Committee, and specially notices. Choudhrí Sharaf-ud-din Husain, whom I have already mentioned, Ráwat SheoRatun Singh, T'alukdár of Pauhouna, Sarabjít Singh, T'alukdár of Phulá, Lala Ráj Bahádur, Lumbardár, Rájah Jagmohun Singh, T'alukdár of Chandapur, and Pandit Ratun Narayana, Tahsíldár.

85. Mr. Thomson reports.

Atraula.

" There has been an increase of numbers here, there being now " 106 names on the register, against 95 at the close of 1870-71. The " average attendance is not quite so good, being only 78 per cent. against 82 " per cent., and the fees have amounted to Rs. 122-13-0, against Rs. 127-10-0. " The classes are shewn in the appendix.

" At the general examination the boys of this school did remarkably " well, and 4 out of the 6 in the 1st class got scholarships in Gonda High " School. But there has been no change of importance during the year. " The Masters have done their work quietly and thoroughly, and the pre- " sent condition of the school is in every way satisfactory." The decrease in the average attendance was owing to the prevalence of fever, especially at the close of the rains. The school sent 5 boys to the High School, and as two of the 5 paid each 1 Rupee a month as fees, the slight decrease of five Rupees is explained. The Committee visit the school nearly every month. One of the scholars obtained employment in the Settlement Department. The Head Master, a quiet industrious man, speaks well of his subordinates. I saw the school in December and I quite agree with the opinion expressed by the Inspector. In my Budget for this year I have included a small sum for a Nagri primary school, I am told that such a school will rapidly attract pupils. And as Atroula contains nearly 6000 inhabitants, a middle class school and a primary school will not be more than sufficient for the wants of the people.

Nawábganj.

86. This is a town of six thousand inhabitants. Here a Vernacular Tahsíli School was first established, and subsequently an English Department was added. The cost of the English Department has hitherto been defrayed from the General Subscriptions of the Gonda District. But it has not been thought fair that subscriptions paid chiefly by the T'alukdárs of Gonda should be spent in maintaining an English School for the wealthy traders of Nawábganj. It is proposed to convert the school into an

aided institution. A municipal contribution has been promised, and subscriptions have been raised amongst the wealthier classes of Nawabganj, for the support of the middle class and primary school.

I visited the school in December. It was not in good order. The large number of boys in the lower classes that had remained unpromoted, and the great number that had consequently left the school, were matters for regret. None of the classes passed a good examination. The English dictation of the 1st and 2nd class was especially bad. Of 13 boys present in these classes not one passed in English dictation. So also the vernacular reading and spelling of the pupils throughout the school were not good, and the 4th class was in a disorganised state.

I append the Inspector's report.

"This School has been falling off during a great part of the year. "There are now only 90 boys registered in place of 128 at the close of "1870-71. The fees have fallen from Rs. 78-2-6 to Rs. 63-2-9. The "average daily attendance has been 74 per cent of the number regis-"tered. At the beginning of the year under review the school seemed "to be rapidly improving. The Head Master Pandit Ganga Sahai, was "very diligent and has made himself popular in the Town. But in May "he was transferred to the Officiating Head Mastership of Ajudhya "School and Munna Lal sent in his place. During the three months "he was in charge more than thirty boys left school. Pandit Ganga "Sahai on returning and finding his work undone by his *locum tenens* "lost heart and I am afraid did not work so earnestly as he had formerly "done. In January he tendered his resignation. Another cause for "the withdrawal of a good many boys was the Director's Circular "No. 3-297 of 1871-72, dated 22nd April 1871 ordering a fee of two "annas a month to be charged on all who learned Kayathí. The people "at once exclaimed, If we have to pay, we will pay our private gúrú, "as he will give us no trouble about sending the boys regularly, "and having them cleanly dressed." The classes are shewn in the appendix. "I have inspected this school several times during the year. Latterly "I have found the classes very ill taught especially those under "the 2nd Master."

The decadence of this school is I believe merely temporary.

The Circular to which the Inspector refers is attached to this report. It was ordered that Kayathí should be taught to pupils when they could read an easy book in Nágrí, but that if any pupil wished to commence with Kayathí before learning Nagrí, he should pay a fee of two annas a month, As an educational instrument Kayathí is useless. But the subject is clearly stated in the Circular. The Head Master mentions the encouragement he has received from the Tahsíldár and Peshkár. At the Annual Examination three out of six of the first class boys passed.

The three passed students are now reading at the High School Faizabad. It is not said what has become of the remaining three students, nor is any mention made of the manner in which the junior classes acquitted themselves at the annual examination. But as so many remained unpromoted, they cannot have done well.

Colonelganj.

87. The numbers have increased from 110 to 226, the average attendance is now eighty per cent. of the number enrolled, the fee collections are small being only Rs. 82. The total cost of educating each pupil has fallen from Rs. 9-8 to 5-14. The great increase in numbers is owing to the establishment of two branch schools which at the close of the year contained eighty-six pupils. Still the main school has improved, the numbers having increased from 110 to 140 and the classification has improved as may be seen from the table in the appendix. The fee collections ought to be larger. The people about Colonelganj, are however, poor enough, and they have suffered from floods and bad harvests. At the general examination nine students in the first class were examined. All passed and three obtained scholarships. Eight are now reading at High Schools, and one is a teacher in one of the branch schools. The under classes did not do well, and many pupils remained unpromoted. The Inspector visited the school in February. He remarks that the school has in some respects improved. "The boys "are better classified and arranged. They are somewhat less noisy and "dirty. The lower classes had not made much progress, but knew "thoroughly what they had learned. In the highest class however there "was no improvement either in English or Arithmetic, English pronunci-"ation was in fact worse than ever." I visited the school in January and examined all the classes. The 2nd, that is the highest class, failed generally. Their copy-books were especially bad, and the other classes only passed fairly. The Head Master Mr. Mendí Lall, is, however, an industrious man, and I hope the school will improve. The Head Master does not speak very favourably of the School Committee, but expresses himself as highly indebted to "Mr. Safdar Husain Khan, Assistant Commissioner and to the Tahsíldár of Begamganj." Two of the members of the Committee Babú Mathra Prasáda and Lalla Sheo Dyal, are said however to deserve favourable mention. The Head Master also thanks the Inspector of Police, Mr. Maháráj Janki Prasáda for his assistance.

## SECTION IV B.—Middle Class Schools.
### II.—Vernacular.

88. The schools remain the same in number as before.

General remarks on Vernacular Town Schools.

Kakori has been raised to the Anglo-Vernacular Middle Class grade, but Neotni has been replaced in the vernacular grade, the aided English department having been closed. There were two Town Vernacular Schools in Mohán in 1869-70, now there is only one. This would leave a discrepancy of one, but the school at Nawalganj is now a Vernacular Town School. The place is a town, it has a market, there is a large

trading class, and there are a great number of workers in brass. The pupils at these Vernacular Town Schools have increased from 2,709 to 3,454, the percentage of average attendance has risen from 76 to 78. The fee collections have risen from Rs. 939 to Rs. 1,198, and the total cost and the cost to Government of educating each pupil have both fallen. The most expensive school is that of the Chowk in Lucknow, but the house rent, Rs. 20 a month, is there very dear, and the least expensive school is that of Mohán. Indeed the Mohán school has not a sufficient staff of teachers. I have considered the total expense of each school and not the so called cost to Government, which has now become, owing to the transference of the educational department to the Provincial Revenues, a somewhat unmeaning phrase.

When we treat of Aided Middle Class Vernacular Schools, it will be seen that owing to the failure of subscriptions in Hardui and Lucknow on account of the voluntary acceptance by the T'alukdárs of the new local rate, four other schools, those of Gopamow, Pihaní, Sandí and Mahona, might have been transferred to the head of Government Vernacular Town Schools. But for the purpose of comparison, and inasmuch as they were really aided schools for nine months in the year, I have made no change. Next year they will be shown as Government schools.

89. The comparative progress of the schools may be thus shown:— Vernacular Town Government Schools.

| Institutions. | Year. | Number of institutions. | Number of pupils on rolls at close of the year | Average number of pupils on rolls during the year | Average attendance during the year. | Percentage of average attendance to average number of pupils on rolls. | Amount of fees collected during the year. | Total expenditure. | Expenditure from Imperial funds. | Cost per pupil. Total cost. | Cost per pupil. Cost to Government. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Rs. | Rs. | Rs | Rs. As P. | Rs. As. P. |
| Vernacular Town Schools. | 1864-65, | 15 | 901 | ... | 554 | ... | 188 | 5,853 | 4,771 | 10 9 0 | 8 9 10 |
| | 1865-66, | 15 | 1,082 | 839 | 665 | 79 | 373 | 8,315 | 7,298 | 12 8 0 | 10 15 7 |
| | 1866-67, . | 15 | 1,028 | 954 | 767 | 80 | 472 | 8,217 | 7,104 | 10 11 4 | 9 4 2 |
| | 1867-68, . | 14 | 1,324 | 1,100 | 843 | 76 | 461 | 8,716 | 7,358 | 7 14 9 | 6 11 0 |
| | 1868-69,... | 20 | 2,152 | 2,034 | 1,632 | 80 | 768 | 12,161 | 8,911 | 5 15 7 | 4 6 1 |
| | 1869-70,. | 27 | 2,474 | 2,428 | 1,911 | 78 | 913 | 14,191 | 9,320 | 5 13 6 | 3 13 4 |
| | 1870-71,.. | 33 | 2,709 | 2,706 | 2,061 | 76 | 939 | 15,395 | 9,878 | 5 11 0 | 3 10 4 |
| | 1871-72,... | 33 | 3 454 | 3,213 | 2 525 | 78 | 1,198 | 18,134 | 10,668 | 5 10 9 | 3 5 5 |

90. The usual examination was held in June. The upper three classes were examined according to their respective standards, which may be ascertained by inspecting the Middle Class Vernacular curriculum attached to this report. The results are tabulated. It may be added, that aided vernacular town schools are encouraged to send their three upper classes to these examinations. So the results tabulated are for all the schools. The headings under the several standards are as follows:— The annual examination and its results.

Standard I is the highest.

| | |
|---|---|
| Standard I, to be passed by students of the additional class. | Head I.—The Persian language and Grammar.<br>Head II.—Composition in Urdú and Persian.<br>Head III.—Algebra to quadratic equations.<br>Head IV.—Euclid 1st Four Books.<br>Head V.—Arithmetic the whole.<br>Head VI.—The geography of the world and map drawing. |
| Standard II, to be passed by 1st class pupils. | Head I.—The Persian language and Grammar.<br>Head II.—Algebra to simple equations, Euclid 1st and 2nd Books.<br>Head III.—History of India.<br>Head IV.—The Geography of the World (outlines.) |
| Standard III, to be passed by 2nd class boys. | Head I.—The Urdú language and grammar.<br>The Hindí ditto and ditto.<br>Head II.—Arithmetic vulgar and decimal fractions, proportion and square root.<br>Head III.—Geography, Europe.<br>Head IV.—The History of India to the death of Jahángír. |

The results of the examination may be thus tabulated:—

VERNACULAR MIDDLE CLASS GOVERNMENT SCHOOLS.

| | | | Passed. |
|---|---|---|---|
| Presented for examination 10. | Standard 1. | Heading 1, | 10 |
| | | „ 2, | 9 |
| | | „ 3, | 10 |
| | | „ 4, | 10 |
| | | „ 5, | 8 |
| | | „ 6, | 9 |
| | | Total passed in all subjects, | 8 |
| | | Total failed in one or more subjects, | 2 |
| Presented for examination 106. | Standard 2, | Passed in Heading 1, | 68 |
| | | Ditto 2, | 97 |
| | | Ditto 3, | 92 |
| | | Ditto 4, | 102 |
| | | Total passed in all subjects, | 68 |
| | | Total failed in one or more subjects, | 38 |
| Presented for examination 128. | Standard 3, | Passed in Heading 1, | 73 |
| | | Ditto 2, | 82 |
| | | Ditto 3, | 103 |
| | | Ditto 4, | 100 |
| | | Passed in all subjects, | 73 |
| | | Failed in one or more, | 55 |
| Grand Total 244 for examination. | | Grand total passed, | 149 |
| | | „ failed, | 95 |
| | | | 244 |

## Aided Schools Vernacular Middle Class.

| | | Passed. | |
|---|---|---|---|
| Standard I, | 1st Head, | 5 | No. presented 5. |
| | 2nd " | 3 | |
| | 3rd " | 5 | |
| | 4th " | 4 | |
| | 5th " | 4 | |
| | 6th " | 5 | |
| | Total passed, | 3 | |
| | Failed in one or more subjects, | 2 | |
| Standard II, | 1st Head, | 62 | No. presented 79. |
| | 2nd " | 72 | |
| | 3rd " | 75 | |
| | 4th " | 81 | |
| | Total passed in all subjects, | 62 | |
| | Failed in one or more, | 17 | |
| Standard III, | 1st Head, | 103 | No. presented for examination 203. |
| | 2nd " | 129 | |
| | 3rd " | 146 | |
| | 4th " | 150 | |
| | Total passed, | 103 | |
| | Total failed in one or more subjects, | 100 | |
| | Grand total passed in all standards. | 168 | |
| | " total failed in one or more headings, | 119 | |
| | | 287 | |
| | Grand total for Aided and Government Middle Class Schools sent up, | 531 | |
| | Passed, | 317 | |
| | Failed in one or more subjects, | 214 | |

It might seem from this table that the aided schools are better taught than the Government institutions. But this is not the case. Not a single *private* school sent up any boys for the middle class vernacular examination. Indeed there are no private middle class vernacular schools. All the aided middle class vernacular schools are managed by the Educational Department, assisted by the District educational and Sub-Committees. This department removes and appoints their teachers, and manages them in all respects as Government Schools. I have this year kept the schools under the head of Private aided Schools, as such has been the practice for the last seven years, in fact ever since they were established, but perhaps they had better be hereafter placed amongst Government Schools, even though they are aided.

Middle Class Vernacular Scholarship.

91. After the annual examination middle class vernacular scholarships were awarded to 30 boys. The schools that succeeded in obtaining vernacular scholarships are noted in the margin. The scholarships were of the value of 2 or 3 Rs. Five boys refused them as the sum granted was considered too small to allow of their going to distant towns to prosecute their studies. In future I think that strangers who proceed to a distance should not draw less than Rs.

| | Scholarships. |
|---|---|
| Chauk School Lucknow, | 6 |
| Malihabad, | 2 |
| Kakori. | 2 |
| Behar Unáo, | 2 |
| Bari, | 1 |
| Nawabganj, | 1 |
| Pihani, | 3 |
| Paintipur, | 2 |
| Morawán, | 3 |
| Tambor, | 3 |
| Manikpur, | 2 |
| Paraspur, | 3 |

3-8. The number of scholarships gained by Vernacular Town School boys has increased from 16 in 1869, 26 in 1870 to 30 in 1871. Scholarships were only given to passed boys who obtained $\frac{3}{4}$ of the total marks allotted.

The results of the lower class oral examination were sent to the Inspectors. The results will in future appear in this report.

Classification of pupils at Vernacular Middle Class Schools.

92. The present state of the Vernacular Government Town schools may be thus shown for each standard or class. The precise acquirements of each group may be obtained by comparing the standards or classes with the curriculum of middle class Vernacular Schools attached to this report. It will be seen that an additional class namely the sixth has been added. This class contains only those boys recently admitted, who have not yet sufficiently mastered the alphabet to commence reading. We do not place the primer in a pupil's hands until he can form his letters on a slate or wooden board. The classification is for Government unaided schools only. The aided Vernacular Middle Class School classification appears in the appendix.

| Institutions. | Year. | Number of Institutions. | Number of pupils in Classes. | | | | | | | Total. | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Extra Class. | I. | II. | III. | IV. | V. | VI. | | |
| Vernacular Town Schools. | 1864-65,.. | 15 | ... | 5 | 63 | 130 | 269 | 434 | ... | 901 | |
| | 1865-66,.. | 15 | .. | 3 | 61 | 178 | 330 | 510 | ... | 1,082 | |
| | 1866-67,.. | 15 | ... | 3 | 94 | 156 | 302 | 473 | ... | 1,028 | |
| | 1867-68,.. | 14 | ... | 32 | 79 | 205 | 335 | 673 | ... | 1,324 | |
| | 1868-69, . | 20 | ... | 48 | 161 | 365 | 440 | 1,138 | ... | 2,152 | |
| | 1869-70,.. | 27 | ... | 128 | 281 | 463 | 515 | 1,087 | ... | 2,474 | |
| | 1870-71,.. | 33 | 12 | 182 | 315 | 444 | 793 | 963 | ... | 2,709 | |
| | 1871-72,.. | 33 | 25 | 190 | 320 | 559 | 719 | 683 | 958 | 3,454 | |

The classification shows that the Vernacular Town Schools have been successfuly managed and efficiently taught. For the increase in the upper half of the schools is 274, out of a total increase of 745 pupils. It will be observed that the additional class has doubled. To avoid disfiguring this report with a long tabular statement I have thrown the usual statement of the educational resources of towns into the appendix. Of these 57 towns the municipalities of only nine give anything for primary education. In 45 of the towns there are Government or aided schools for middle class and primary instruction. The remaining 12 towns are dependent for primary education on the rural cess. Having regard to the Despatch of the Secretary of State for India, No. 8 dated 16th March 1864, which has already been quoted, something should be done to relieve the rural cess from any share in the education of the urban

population of the above towns. This remark presupposes that a town is, as defined in the census, simply a place containing more than 5000, inhabitants. The fact is, many of our towns in Oudh are agricultural. The inhabitants of such towns contribute to the rural cess, and have thus been considered entitled to a moderate grant for primary education.

Vernacular Town Schools in Zil'a Lucknow.
(1) Malihabad.

93. This is a large Mahomedan town inhabited chiefly by Patháns. The Ta'lukdárs are both warm supporters of education. They lend a house for the boys' school at a merely nominal rent of seven rupees a month, which they distribute in scholarships to the pupils. Also for the girl's school containing 88 pupils one of the ladies of their household lends a spacious house for the trifling rent of Rs. 4. The Ta'lukdárs, perhaps because they are generous, are not wealthy, and their estates are managed by the Court of Wards. I was very glad to be able to repair, at very trifling cost, the house lent for the boys' school last year. It would have been discreditable to have allowed a house so generously lent to this department to fall into decay. Should the girls' school continue to improve, the ordinary repairs of that building too, will be made after the rains. The students at the boys' school have increased from 243 to 301, but the average attendance is not good being only 72 per cent. of the number enrolled. The total cost of educating each pupil has fallen from Rs. 6-4 to Rs. 5-10. The fee collections have also decreased, and and now only amount to 57 Rupees. This is a very small sum. The head master explains their decrease by the decrease in the number of scholarship-holders from whom full fees were exacted. There are now two Government scholarship holders at Rs. 3 each, there were formerly seven at Rs. 4 each, besides boys holding special scholarships, of which six were granted by Mr. Capper, one by General Barrow, and one by Mr. Quinton. The school has thus lost thirteen scholars, who paid 8 annas a month each, or Rs. 6-8 monthly. Last year the crops were very bad, and affected the fee collections. But the average attendance and fee collections have decreased steadily ever since 1868. The classification has, however, improved, though it is not now so good as it was in March 1870. A comparative classification statement for the Vernacular Schools appears in the appendix.

At the annual examination no boys were examined under standard I as no additional class was maintained in 1869-70. Six boys were examined in standard II, and six boys passed in all subjects, nine boys were examined in standard III, all the boys passed in all subjects.

The oral examination passed by the lower classes was fair, and many boys received promotion. Two of the boys in the highest class received scholarships, obtaining more than three quarters of the marks allotted, and fourteen boys from all classes obtained employment during the year.

From this school since its establishment 183 boys have found employment. Since the close of the year, two of the branches that were not doing well have been closed, and one so called branch that met in the same place as the main school, has been amalgamated with the main

school. Our educational efforts in Malihabad have perhaps been too diffuse, and very much of the time of the Head Master has been taken up with inspecting branch schools at a distance from the main school. There are now two branch schools besides the main school. These are sufficient for the population of Malihabad. When population is attracted to that part of the town near the Railway Station, then a branch might be opened there. But I do not recommend the establishment of branch schools unless an average attendance of at least thirty can be secured. One man can well teach thirty boys divided into two classes, and as they get older and fitter for higher studies, they should be drafted to the main school.

The School Committee are as active as ever. The T'alukdárs were on the levy of the new Local Rate obliged from poverty to withdraw their subscription to the branch schools, and now the Local Rate Committee pay Rs. 42½ monthly for their support. This contribution is spent *solely* on primary education.

(ii) Amethi.

94. Here one branch that was supported at a cost of Rs. 8 a month has been made into two, and on this account the number of pupils has increased. The pupils in the main and branch schools now number 125. Last year there were 113 scholars. But the attendance is dreadfully irregular, so poor is the average attendance, that I was obliged to reduce the pay both of the Head Master and of his first Assistant, to avoid spending too much on a school that is not on the whole in a flourishing state, The Head Master has been long at Amethi, and I shall take an early opportunity to transfer him to another school, on his present pay if possible, where he may be able to do himself justice. The fee collections are miserable being only Rs. 31. The cost of educating each pupil has increased from Rs. 4-11 to Rs. 6-13. The increase was occasioned by the fact that in 1870-71, the average number on the rolls was 176, whereas last year it was but 124. Two years ago it had three branches, so most of the pupils were in the lower classes. Had I not made timely reductions in the pay of the teachers the cost per pupil would have been greater. It is still much too great, and will be diminished as soon as possible. The classification has improved. There are now twenty-three boys in the upper classes against seventeen last year. But then the third class is very small.

At the last annual examination ten boys were examined under standard II but only four passed, and six in standard III and four passed. The results of the lower class oral examination are not mentioned by the Inspector. The upper classes certainly did not do well, and it was with reference to their failure as well as to the poor average attendance that the pay of the Head Master and of his first Assistant was reduced. The four boys who passed in the second standard are now reading in the highest or extra class.

(iii) Mohanlalganj.

95. The pupils have increased, owing to the establishment of a branch, from 20 to 78, the average attendance from seventy per cent to seventy-three per cent, and the total cost per pupil has fallen from Rs. 10-7 to Rs. 6. The classification has not improved. There are now twenty in the first, second, and third classes against twenty in the previous year.

The upper department of this school is generously supported by Rájah Kashí Prasáda, at a cost of Rs. 12-8 monthly. There is a grant-in-aid of the same amount. Rájah Jagmohan Singh and Rájah Kashí Prasáda, are the only gentlemen of note in the Lucknow district, who have not made the occasion of the levy of the new rate a cause for the withdrawal of their subscriptions. The primary school considered as a branch of the Mohanlalganj aided school is situated in a neighbouring village and is supported from the rural cess.

The cost of the few pupils in the upper school is considerable, and I think I should have recommended a withdrawal of the grant had it not been unwise to discourage the Rájah's liberality. The fact is that Mohanlalganj does not contain many inhabitants. It is a new market and the people in the neighbourhood do not like it, and do not let their sons come to school. The opposition will diminish in time. At the last annual examination three out of five boys in the first class passed, but none obtained scholarships.

The fee collections are very poor. I visited the main school in November and examined the two classes then existing in that school. The pupils in the 1st class in November explained the Ramáyan well, evinced a considerable acquaintance with Grammar and wrote well from dictation. But their Euclid and Arithmetic were not good, nor did the boys of the next class answer well in Arithmetic and Geography.

(iv) Bijnour.

·96. This is not a town according to the census, but it is an old Qusbah and contains 3,800 inhabitants. The school was allowed to take up the town school course in 1869. The house in which the school meets, belongs to Munshí Ghulam Husain, who lives in Calcutta, to which place he accompanied the King of Oudh. The school occupies the house rent free. The numbers have decreased from 66 to 59, but the average attendance has according to the returns much improved. It was 77 per cent, of the number enrolled. The Deputy Inspector has reason to believe that the average attendance return was improperly prepared, and the Head Master has in consequence been removed. The fees are trifling, amounting to only Rs. 17, but even this is larger than the amount realised in 1870. The cost of educating each pupil is now Rs. 3-6, only. At the last general examination only seven boys were presented under Standard III, and only one passed. It seems unnecessary to maintain this school as a town school, and the more as the school is supported from the Rural Cess. The classification has improved since last year but there is still no 1st class. The school will be relegated to the primary school grade, if there be no improvement.

(v) The Chauk School.

97. The remaining town schools in the Lucknow District are schools supported by the Municipality of Lucknow who pay two-thirds of the cost of 5 of the 6 schools, which are really primary, and half of the cost of the Chauk School in the heart of Lucknow. This is the best Vernacular middle class school in the Province. The numbers have increased from 142 to 184, the percentage of average attendance from 70 to 77.

The cost of education has fallen from Rs. 11 to Rs. 9. The fee collections have improved. The increase in number is due chiefly to the establishment of a primary branch school from savings in the main school staff. At the last general examination ten boys were examined under Standard 1, of whom eight passed with credit, one failing in arithmetic and one in composition. One of the boys who failed had been educated at Kakorí. So this school passed eight out of nine scholars, of whom one obtained a scholarship and is now reading in Canning College. This boy received his primary instruction at a village school. The other seven boys have obtained employment, one in the Police, and six in the educational department.

Under Standard 2, 11 boys were presented for examination of whom 7 passed, and 5 obtained scholarships. Two of these scholarship-holders are studying English in Canning College, and 3 still continue their Vernacular studies in the additional class of the Chauk School. Three from the remaining 6 obtained employment and one is now carrying on his duties as a Zamindár. This young Zamindár came from Uttardhána.

Under Standard 3, eight boys were presented for examination of whom 6 passed. Four of the eight obtained employment. The junior classes did very well in the oral examination. Of the whole school 33 boys obtained employment during the year, one of whom passed the Revenue Agent's examination. The highest pay obtained by any pupil was Rs. 15. He is employed by a T'alukdár as a "Mukhtiyár." The present knowledge of the pupils may be ascertained by comparing the classification statement given in the appendix with the curriculum.

Captain Noble, the City Magistrate gives 2 boys small scholarships. One boy finished his education as a pupil teacher during the year and on his passing by the 1st Standard, the Head Master received the usual gratuity. The school is popular, and some boys come from a considerable distance to attend the school.

Other Municipal Schools.

The other 5 Municipal schools do not call for particular notice. All the schools have improved save those of Mahbúbganj and Rahímnagar. If a small scholarship fund could be opened for these City schools, I would direct that none of these 5 Municipal schools educate beyond the 3rd Standard, that is the 2nd class of our town school curriculum. The boys, who reached this standard would be drafted to the Chauk School, the best pupils receiving small scholarships. If this were done, there would be no waste of teaching power.

The Muftíganj Municipal school is situated in rather an aristocratic quarter of the town, occupied by Mahomedan gentlemen in receipt of pensions and Wasikás. Seven young Nawábs now attend this school.

The Government cost of educating each pupil at all these schools is small, being under Rs. 2, and the total cost is moderate, being less than Rs. 4, a year, or about 8*d.* a month for each pupil.

98. The numbers at this school and its two branches have increased from 111, to 139, the average attendance from 92 to 113, the fee collections have slightly increased, and the total cost of educating each pupil has fallen from Rs. 6-13 to Rs. 5-3. The classification has also improved. There are now 47 boys in the upper half of the school, last year there were 43. The increase is not great, the percentage of average attendance is good, being 84. Kúrsi.

At the last general examination six boys were presented for examination in class I standard II and all passed, but none obtained scholarships. In standard III seven were examined and only one passed. This class therefore failed. I visited the school in December and examined all the classes orally. The school premises and furniture were in a dirty neglected state. The first two classes passed in all subjects, but of the 3rd class pupils all but five failed in dictation. Some of the 4th class boys were without proper text books, and only two of the 5th which was then the last class, were fit for promotion. The school was again examined in February by the Inspector and his report is more favorable, as also is that of the Deputy Inspector, so that it is expected that the school will do well at the next general examination. Six boys obtained employment during the year. The Kursí schools are mostly attended by Mahomedans. There are 133 Mahomedans and only 34 Hindús.

99. This school has also two branches, one of which was opened in 1869 and the second in 1871. The number of pupils has increased from 146 to 170 and the fees from 34 to 51. The total cost of educating each pupil remains the same as before, and the percentage of average attendance has decreased from 70 to 69. It is thus now not at all good. At the last annual examination two boys were examined under standard II class I and both passed ; in the 3rd standard ten boys were examined and all passed. The two who passed by the higher standard obtained scholarships. The junior students examined orally passed fairly, and the classification has improved. Three boys obtained employment during the year, all in the educational department. The Committee under the Presidentship of the Tahsíldár are very active. The Tahsíldár himself supports a poor scholar. Vernacular Town Schools in Zil'a Unáo. (1) Safipúr.

100. This school has one branch which was opened in 1868. The pupils have increased from 111 to 126, the percentage of average attendance has risen from 63 to 73, and the total cost of educating each pupil has fallen from Rs. 5-15 to Rs. 5-6. But the fees have decreased to 50 Rs. No explanation is given for this decrease, which indeed both Inspector and Head Master call an increase. At the general examination the school did not do well. No boys were presented for examination under standard I, in standard II only one of six passed in all subects and in standard III only four of six. The failures were in Arithmetic and Persian. The classification has improved, so the junior classes orally examined did fairly, there are now thirty-nine boys in the three upper classes against the 24 in March 1871. (2) Chamrauli.

The committee assemble regularly. No pupils obtained employment.

(3) Bihár.

101. The number of pupils has slightly increased, and the average attendance has improved. It is now 78 per cent of the number enrolled. The cost of educating each pupil has also slightly increased, the average number of the pupils on the rolls having been greater in 1870-71, than during 1871-72. The fee collections have improved, but are still trivial. Of the 97 pupils at the close of the year, 89 were Mahomedans. At the annual examination four were presented under class I standard II and all passed, two obtaining scholarships. Only one of five second class boys presented under standard III passed. The class had been disgracefully instructed. The junior classes did better, 7 being fit for promotion to the 2nd class, eight to the 3rd and 16 to the 4th.

The Inspector examined the school in February last and says that he was "satisfied with the progress made." I hope that the next annual examination will show that the school has really improved. I may add that the school accommodation is miserable, and so long as it remains so bad, the school cannot be expected to thrive. The head master does not report upon the work of the school committee. This school sent up three young men to be trained for Vernacular School Masters.

(4) Bhagwantnagar.

102. The number and average attendance have slightly improved. The fee collections have diminished from Rs. 23 to 22. They are too small, and the attention of the head master will be called to the matter. At the annual examination all the boys in the 1st class failed under standard II, and in the 2nd class only four out of eleven passed. The head master was accordingly reduced, and the 2nd master removed. Probably further reductions will have to be made, as the Inspector reports that in January, he did not find the classes in good order. The work of the school committee is not noticed by the Inspector.

(5) Murádábad.

103 To this school there is no branch. The number of pupils has increased from 66 to 75, and the percentage of average attendance is now entered at 95, the fee collections have decreased and the cost per pupil has increased, the average number of pupils under instruction being less during the year under review than in the previous year. At the annual examination five boys were presented for examination under the second standard or Class I, and two boys passed. No boys passed by the 3rd standard; accordingly the pay of the Head Master was reduced from 12 to 10 Rs., and other changes were ordered. The classification has improved, though there is no 1st Class.

(6) Moráwán.

104. The number remains the same as before, but the average number enrolled was much less during 1871-72, than in the provious year. Consequently the percentage of average attendance has improved. But the fee collections have diminished and the cost for each pupil has increased. At the annual examination three boys passed under standard II Class I and obtained scholarships, which they now hold at Unáo. The 2nd Class also did well, passing all five boys. The Inspector does

not mention the number of boys, who obtained employment during the year, nor the work of the Committee.

I visited the school in February and examined all the classes in reading, grammar, geography, dictation and arithmetic. All the classes passed with credit. The boys I found both intelligent and well instructed.

105. There is one branch to this school. The numbers have increased from 95 to 118, the average attendance is from 95 to 103, the fee collections from Rs. 23 to Rs. 34, and the cost of educating each pupil has diminished. At the annual examination seven boys were examined under standard II, Class I, and four passed, but none obtained scholarships. In the 3rd standard all the eight boys examined, passed. The junior classes did well and the classification has improved wonderfully. Only nine boys left school during the year and four of these boys obtained different offices under Government, The other five are now engaged in their own private business as shopkeepers. In this school there are only two Mahomedans. The school Committee are attentive to their duties. I visited the school in February, and examined the 1st and 2nd Classes. They did not do so well as I could have wished, and I regretted much that the approach of night rendered it impossible for me to examine the remaining classes. However the annual examination is fast approaching. (7) Bethar.

106. A branch school was opened in October last. So the numbers have increased from 60 to 89, and the average attendance from 51 to 73. The fee collections have increased by 10 Rs. and the total cost of educating each pupil has fallen from Rs. 6-15 to Rs. 4-12. At the general examination seven boys were examined in Class II standard three, and all passed. The classification is not very good. There is still no 1st class and 41 pupils are unable to read. This large number of non-readers is owing simply to the establishment of a new branch school and the consequent influx of untaught lads, (8) Bangarmau.

107. This school is doing very well indeed, but has outgrown its teaching staff. There are now 209 boys in the school, and the cost of educating each pupil is only Rs. 2-7-6. Mohán is a populous place, and the head quarters of a Tahsíl, so the school has very properly been made a town school. But it is still supported from the cess. I visited the school in November, and found it admirably conducted, though very poorly accommodated. Since than I have entered into an agreement with the owner of the house, and have added to the accommodation. There was a great deal of sickness here in September and October; or the average attendance would have been greater. It was however 80 per cent. of the number enrolled. The Committee are assíduous and the Tahsíldár Mr. Mahmúd Beg, gives every encouragement to the Head Master Asghar Ali and his subordinates. (9) Mohán.

108. This school is wretchedly accommodated. It meets in an old gate-way and the scholars are crammed to suffocation. Though I examined the school in November, the place even then was was so hot and close, that I could scarcely sit out the six or eight hours required (10) Nawalganj.

to conduct the examination. The school has one branch. It contains with the branch 146 boys. The fee collections both here and at Mohán are fairly good, nearly double the fees collected in a large town like Bangarmau with upwards of 7,500 inhabitants

The average attendance is good, being 79 per cent. of the number enrolled. The classification is also good.

At the last General Examination five boys were presented for examination in standard II class I, and all passed, one boy obtaining a scholarship. He is now reading at the High School Unáo. In standard III, five passed out of seven examined. As the classification has improved, the school will do better this year. Six boys left the school during the year, and three obtained employment in the educational department.

(11) Neotni.

109. Here was formerly an Anglo-Vernacular aided school. But the gentleman who supported the school Mír Salámat Alí, having completed the education of his sons, withdrew his subscription. So it was necessary to close the English school. At the same time as Neotni was a populous place and is a qasbáh, a Vernacular middle class school with a primary department was opened. It now contains 62 boys, and has an average attendance of 46. It already has both a 1st and 2nd class and of the whole number enrolled there are only twenty-six unable to read. This is fair, remembering that there were 38 boys admitted during the year. Since the school existed for 5 *months* as an Anglo-Vernacular School, the cost of educating each pupil is now much less than appears from the returns. In fact the teaching staff costs but Rs. 17 a month.

Mír Salámat Alí at present allows the school to meet in the house, he built for the Anglo-Vernacular aided school, and has not yet charged rent. The Head Master does not record the services of the School Committee.

THE SÍTÁPUR TOWN SCHOOLS.

Vernacular Town Schools. Sitapúr.

110. In this zil'á are only two Government Vernacular Tahsílí schools. They are those of Misrikh and Bári. But there are nine aided town schools, all managed by the Educational Department. Perhaps in future years it might be advisable to consider these schools as Government schools, even though they are aided. However for this report I have adhered to the classification followed for years past.

Misrikh.

111. This school contains 94 pupils of whom 87 are Mahomedans. It has no branch. The numbers of scholars have increased by 9, the average attendance by 16, the fee collections have slightly increased and the cost of the education of each pupil has fallen from Rs. 8-1 to Rs. 7-10. This is still too high.

At the last general examination of 7 pupils examined under Standard II, Class I, 3 passed. Under Standard III, 13 were examined, and eight passed. Fifteen boys left school during the year but none seem to have obtained employment, indeed four have returned to school since the close of the year. The classification has improved slightly, the numbers in the upper half of the school having risen from 31 to 39.

The School Committee under the guidance of the Tahsíldár take an active part in education, superintending not only their own school, but reviewing every quarter the progress of education in the whole Tahsíl.

112. A branch school was opened here in December last, consequently the numbers in the main and branch schools have increased from 60 to 118, the average attendance from 62 to 106, and the fee collections from Rs. 48 to Rs. 56. The cost of educating each pupil has fallen from Rs. 11-8 to Rs. 6-9. At the general examination 6 out of 9 presented for examination, passed in the 1st class, Standard II. One obtained a scholarship. Under Standard III, six out of nine passed. Twenty four boys left school during the year, of whom six obtained employment, all in the Educational Department. The classification has improved, but owing to the great influx of pupils many are still in the lowest class. Bári.

The Committee met only twice.

THE HARDUI VERNACULAR TOWN SCHOOLS.

113. In this district there is one Vernacular Government unaided town school that of Báwan. At the commencement of the year there were three other aided Town Schools. But the subscribers to these aided schools refusing to continue their subscriptions, the Local Rate Committee voted a sum sufficient for their maintenance. In future these three schools of Gopamow, Pihání and Sándi, will appear as Government Town Schools. Vernacular Town Schools Hardui.

114. This school was nearly ruined by the former Head Master Lálá Thamman Lál. He has accordingly been removed. It is now under Munshí Tafazzul Hossein, but has not yet had time to recover. Báwan.

There are only 73 boys against the 95 students at the close of 1870-71. The average attendance has fallen from 64 to 54. When the present Master took charge, the average was but 40. The fee collections have improved, but owing to the decreased attendance the average cost per pupil is greater now than formerly. At the last general examination, six boys were presented for examination under standard III, and only one passed! The classification even now is far from good. The Deputy Inspector reports favorably of the work of the new Head Master, and hopes that the school will do well at the next general examination. Fifty nine boys were struck off the rolls during the year, chiefly for irregularity of attendance. Their names were removed with my permission.

The seven remaining Vernacular town schools are in the Eastern Circle.

115. The pupils have risen from 87 to 89, the average attendance from 67 to 72, and the fee receipts have increased from Rs. 52 to 57 Rs. The cost of educating each pupil has fallen from Rs. 7-4 to Rs. 6-10. Jalálpúr.

At the annual examination of six boys presented under standard II, class I, five passed. In the 2nd class, standard III the ten boys examined, all passed. These classes were therefore very efficiently taught. The junior classes did well and the classification (see appendix) has improved.

Forty boys left school. The Master does not record what appointments they obtained. As Jelálpúr contains more than 6,000 inhabitants, there should be more pupils at this school. Now that it has been provided with a good school house, more boys will doubtless attend. Mr. Thomson remarks "In the two small shops where the boys formerly met, "it was impossible to maintain order, or to keep all the boys attentive. "This year there is marked improvement in the general appearance of the school."

VERNACULAR TOWN SCHOOLS, GONDA DISTRICT.

General remarks.

116. The two schools in this district are those of Paraspúr, and Begamganj. Both are aided schools managed by the educational department. Hitherto they have been classed as aided private schools. But in future they will be entered under the head of Government schools, as they are managed by Government Officers. The state of the schools will be discussed when we come to aided town schools.

Nánpára.

117. This school has not improved. It has been much neglected by the Committee, though the school is at the head quarters of a Tahsíl. The number registered has decreased from 74 to 68, but the average attendance has increased from 56 to 57. The fees have fallen from Rs. 54 to 45 Rs. The cost of educating each pupil is high being Rs. 7-3. At the annual examination only two boys were examined under standard II, 1st class and one passed. Under standard III, 2nd class, eight were examined, and six passed.

The classification has not improved. Mr. Thomson reports :— "During the year the Head Master resigned, his successor did not appear "to be a suitable man." In February I found the classes fairly taught "on the whole, but there was a dull listless spirit in the school and no "prospect of much improvement."

I examined the school in January, 54 scholars were present. The first class boys read and wrote well, and passed in arithmetic, they were deficient in grammar and only two passed in geography. In Euclid there was partial failure, as Nágrí students had been taught Euclid in Urdú, making use of technical terms that had never been explained. So the 2nd class were deficient in geography and arithmetic, and the 3rd class pupils studying Urdú did not write correctly from dictation.

The other classes did fairly.

Salon.

118. Mr. Thomson remarks. "This school has made excellent "progress and is at present in a very healthy condition."

The number of pupils has risen from 76 to 93 and the average attendance from 83 to 84 per cent. The fees have increased slightly, but are still miserable enough, being only Rs. 18. At the annual examination seven boys were examined uuder standard 3, and six passed.

The classification has improved. There is now a 1st class. This is a large Mahomedan town, once wealthy, but now poor enough, 79 of the 93 pupils enrolled are Mahomedans. Forty-six boys left the school

during the year. The Master does not mention whether any obtained employment. I visited the school in March and found 79 present. The 1st class boys passed in reading, history, geography and euclid. There was one failure in dictation and one in arithmetic. The 2nd class boys all did well save in grammar and arithmetic, in which subjects there was total failure. The 3rd class also were very imperfect in their conjugation of Persian verbs and some failed in arithmetic. The 4th, 5th and 6th classes all did well. There was evidence of much patient work.

Jagdispur.

119. Here a branch school was opened in November, and the numbers have accordingly risen from 43 to 87, and the average attendance from 41 to 61. The fees have increased from Rs. 28 to Rs. 35, and the cost of educating each pupil has fallen from Rs. 9-2 to Rs. 5-12. The classification has slightly improved, there being 25 boys in the three 1st classes against 21 at the close of March 1871.

At the General Examination only one out of six passed in Standard 2, 1st class, and in Standard 3, only one out of six passed. The failure was disgraceful. The Head Master had not been long at the school, but the 2nd Master's pay was reduced from Rs. 12 to Rs. 10. Mr. Thomson says "when I inspected the school in January I found the lower "classes were very neglected, but on the 27th March, I again visited it, "and found most of the defects had been removed." Nothing is said regarding the work of the Committee. Thirty five boys left school during the year. The Master does not report whether any obtained employment.

TOWN SCHOOL ZIL'A PRATÁBGARH.

Vernacular Town Schools Pratábgarh.

120. In this zil'a are three Vernacular town schools, at Pattí, Bihár, and Mánikpur. A very long time ago the Public Works Department, were requested to repair the school buildings of Pattí and Bihár. The Officers were again and again addressed on the subject, but nothing was done, the rains fell with unusual violence and now both houses have been condemned. The remarks of the Chief Engineer are quoted:—

No. 873, dated 3rd September 1870, from the Director of Public Instruction to the Chief Engineer, Oudh.
No. 2198, dated 26th January 1871, from Chief Engineer, to the Executive Engineer, Faizabad Division.
No. 1406, dated 1st August 1871 from the Director of Public Instruction, Oudh. to the Executive Engineer, Faizabad Division, Extract para 1½ from the Pratábgarh, Deputy Commissioner's Annual Report for 1870 71.

"Both of these schools have been built so badly by ignorant men, "that it is quite out of the question making any repairs to them, they "should both be dismantled and rebuilt as proposed by the Executive "Engineer, at a probable cost of Rs. 1,400.

"If the Director of Public Instruction agrees, their dismantlement "will be at once ordered and Estimates prepared for their reconstruction "debitable to the Budget allotment of Rs. 10,000 for 1872-73."

Bihar.

121. This is a very poor school and was much neglected by the late Head Master who has been removed. The pay of the Head Mastership has been reduced to Rs. 15 and the pay of the first Assistant to Rs. 10. Bihár, however, is a mere collection of villages, and in itself is a place of no great population, and the Inspector is doubtful whether

any master could make a good school in so paltry a village, a town school is here maintained, because it is the head quarters of a Tahsíl. When the Tahsíl is removed, the school will be made a village school. There was a branch opened in November, and so the number of pupils has increased from 51 to 72 and the average attendance from 44 to 64. But in the same time the fees decreased, and the classification deteriorated. At the last General Examination two out of five boys passed in Standard II Class I, and two out of five in Standard III. No boys obtained scholarships, but four pupils obtained employment in the Educational Department. Nothing is said about the Committee. When I inspected the school in March, the Tahsíldár was present and made the pupils a present.

Pattí.

122. Here too a branch school was opened. The number of pupils has risen from 83 to 107 and the average attendance from 76 to 93. The fees have decreased by one rupee, and the cost of educating each pupil has fallen from Rs. 6-15 to Rs. 5-15. At the annual examination twenty-one boys were examined under Standard II Class I, and eight passed in all subjects. In the second class eight were examined under Standard III, and four passed.

The classification is in one respect not so good as last year, there is not so strong a first class. Five boys obtained employment on good salaries, all in the Educational Department, and two went to the Lucknow School-Masters' training School.

Mr. Thomson remarks :—

" I twice inspected this school viz., in August and December and " was well pleased with it on both occasions."

" Great inconvenience has been experienced from want of a school " building. Early, in the year the school was pronounced dangerous, and " the boys had to be removed. They have since met in two narrow, " dark rooms in the Serai. Very great credit is due to the masters for " the way in which they have discharged their duties. Under the cir- " cumstances defects were to be expected. But in place of this, the " school maintains its numbers and has improved in attendance and " teaching. Some special acknowledgment seems due to the masters."

Sirdar Fatah Singh, Inspector of Police, is reported to interest himself in the school.

Nawábganj, Mánikpúr.

123. Here a branch school was opened in December, but it has not been very successful, having attracted only eighteen pupils. The numbers at the main school and branch were sixty-nine against fifty-four in March 1871. The percentage of average attendance rose from 83 to 84, but the fees have decreased. The school is an aided school under the management of this Department. At the General Examination three boys were examined under Standard II Class I, all the boys passed, and two did so well that they obtained scholarships. In Standard III, too, all the boys presented, twelve in number, passed. The classification has hardly improved. There are many boys in the first class, but the second and third classes are denuded of pupils.

## SECTION IV*C*.—Government Village Schools, being Schools of the Lower Class.

124. The usual statement follows :—

Statistics of village schools.

| Institutions. | Year. | Number of Institutions. | Number of pupils on rolls at close of the year. | Average number of pupils on rolls during the year. | Average daily attendance during the year. | Total cost. | Cost to Imperial Funds. | Average cost per school. | Average cost per pupil. |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Rs. A. P. | Rs. A. P. |
| Village Schools. | 1865-66 | 61 | 2,004 | 1,236 | 1,094 | 5,082 | This column remains blank. But it is not thence to be surmised that nothing is spent from the provincial (late Imperial) funds, on primary education. On the contrary, a considerable sum of the so called High and Middle class school expenditure is for the primary departments of these schools, and there are also about 122 primary branch schools attached to High and Middle Class Aided and Government schools that are supported from the Provincial allotment for education, other than from the rural cess. | 83 0 0 | 4 10 4 |
| | 1866-67 | 264 | 7,462 | 6,758 | 5,204 | 10,570 | | 40 0 7 | 1 15 11 |
| | 1867-68 | 381 | 13,707 | 11,228 | 8,871 | 33,753 | | 88 9 5 | 3 0 1 |
| | 1868-69 | 483 | 18,261 | 16,313 | 12,910 | 47,061 | | 97 6 11 | 2 14 1 |
| | 1869-70 | 542 | 21,433 | 20,210 | 16,135 | 60,963 | | 112 7 7 | 3 0 3 |
| | 1870-71. | 575 | 23,270 | 21,445 | 16,562 | 70,543 | | 122 11 1 | 3 4 7 |
| | 1871-72 | 747 | 31,525 | 27,076 | 21,046 | 85,663 | | 114 10 10 | 3 2 8 |
| | Exclusive of branches | 73 | | | | | | | |

The schools have increased by 172, the number of scholars has risen from 23,270 to 31,525, or has increased by 8,255, and the average attendance from 16,562 to 21,046.

The average number of boys in each school is 42. In March 1871, it was only 40. The cost for each school has diminished from Rs. 122 per annum to Rs. 114 per annum.

The average attendance at each school has improved, and is now very good, being 78 per cent. of the number of boys enrolled. The improvement in attendance may be also thus illustrated :—

| Year. | Number of village schools where the average attendance was | | | | |
|---|---|---|---|---|---|
| | Less than 20. | Between 20 and 40. | Between 40 and 70. | Between 70 and 100. | Total. |
| At close of 1870-71, ... | 91 | 373 | 95 | 16 | 575 |
| At the close of 1871-72, | 79 | 484 | 151 | 33 | 747 |

General remarks on village schools.

125. Last year from the returns it appeared that there were many more schools with poor attendance in the Eastern Circle than in the Western Circle. But the Inspector of the Eastern Circle points out, that there are many branch schools in the Western Circle, and if their average attendance be considered, perhaps there is no difference, or the advantage may be on the side of the Eastern Circle. There are now 73 branch village schools, 14 of which are in the Lucknow district, 33 in the Sítapúr district, 13 in the Faizabad district, and 13 in the Bharaich district. There are thus 26 branch village schools in the Eastern Circle, according to the retnrns against 47 such branches in the Western Circle.

The Western Circle, therefore, contains 21 more branches than the Eastern Circle. If we consider all the branch schools as so many separate schools, then we have an average attendance of 27 pupils for each school in the Western Circle, against an average attendance of 23 at each school in the Eastern Circle, or the average attendance at each school is higher in the Western Circle than in the Eastern Circle. This does not at all show that the schools have been badly located, but simply leads to the inference, that the average population for each village is greater in the Western Circle than in the Eastern Circle. This inference is correct. For the average population for each village in the Western Circle is 509, whereas it is in the Eastern Circle only 428.

The late Director of Public Instruction declared, that his great object was to place a good elementary school "under a well trained and fairly "paid teacher within 2½ miles of every child in the Province." We have now in Oudh 1,063 schools and branch schools. The area of Oudh is 24,060 square miles, or one school now exists within every 4½ miles of each child. All indigenous schools and schools for girls are omitted from this calculation. The latter might perhaps have been included, as I have sometimes seen very little boys of six or seven years attending girls schools. As village education progresses with the settlement in Gonda and Kheri, and when all towns contribute from local funds, or by fees and subscriptions, for the establishment of primary schools, we shall reach the proposed goal. This year at least a very great stride towards its attainment has been made. The past year is the first year since 1866, that has shewn a decrease in the cost of each school, and at the same time, a decrease in the average cost of each pupil. Last year I explained how it was that the average school expenditure had increased, whilst the average cost per pupil had diminished. I do not know that very much more can be done to decrease the average cost per school than has been done. A decrease of more than Rs. 8 per school, without any loss in efficiency is in 12 months certainly very gratifying.

126. The pay drawn by village teachers may be thus shown:—

| District. | Village school teachers at | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Rs. 12 | Rs. 11 | Rs. 10 | Rs. 9-8-0 | Rs. 9 | Rs. 8-8 | Rs. 8 | Rs. 7 | Rs. 6-8-0 | Rs. 6 | Rs. 5-8 | Rs. 5 | Rs. 4-8-0 | Rs. 4 | Rs. 3-8 | Rs. 3 | Rs. 2-8 | Rs. 2 | Rs. 1-8 | Re. 1 | Rs. 0-12-0 | Total. |
| Lucknow, ... ... | ... | 2 | 3 | ... | 6 | ... | 5 | 13 | ... | 5 | ... | 10 | ... | 10 | 2 | 10 | ... | 5 | 2 | 3 | ... | 76 |
| Bára Banki, ... ... | 4 | ... | 3 | ... | 10 | 2 | 18 | 28 | 3 | 33 | 1 | 19 | 1 | 7 | ... | 4 | ... | 5 | 7 | 5 | ... | 150 |
| Unáo, ... ... | ... | ... | 3 | ... | 5 | ... | 22 | 19 | ... | 14 | 2 | 5 | ... | 5 | ... | 6 | ... | 2 | 14 | ... | 2 | 99 |
| Sítapur, ... ... | ... | ... | ... | ... | 6 | ... | 15 | 26 | ... | 26 | ... | 13 | ... | 23 | ... | ... | ... | ... | 3 | ... | ... | 112 |
| Hardui, ... ... | 1 | 1 | 8 | ... | 9 | ... | 18 | 19 | ... | 22 | ... | 22 | ... | 10 | ... | 5 | ... | 3 | 13 | 1 | ... | 132 |
| Kheri, ... ... | ... | ... | 2 | 1 | 2 | ... | 12 | 17 | ... | 11 | ... | 6 | ... | 5 | ... | 5 | 1 | ... | 1 | 1 | ... | 64 |
| Faizabad, ... ... | ... | ... | 6 | ... | 3 | ... | 14 | 13 | ... | 33 | ... | 19 | ... | 11 | ... | 13 | ... | 6 | ... | 3 | ... | 121 |
| Gonda, ... ... | ... | ... | 2 | ... | 1 | ... | 3 | 8 | ... | 20 | ... | 2 | ... | 6 | ... | ... | ... | ... | ... | ... | ... | 42 |
| Bharaich, ... ... | 2 | ... | 11 | ... | 7 | ... | 19 | 4 | ... | 8 | ... | 2 | ... | 7 | ... | 6 | ... | 4 | ... | 4 | ... | 74 |
| Rái Barelí, ... .. | 2 | ... | 7 | ... | 6 | ... | 14 | 19 | ... | 26 | ... | 23 | ... | 10 | ... | 10 | ... | 9 | ... | 1 | ... | 127 |
| Sultánpur, ... ... | 3 | ... | 3 | ... | 4 | ... | 11 | 21 | ... | 38 | ... | 7 | ... | 9 | ... | 1 | ... | 3 | ... | 1 | ... | 101 |
| Pratábgarh, ... ... | 3 | ... | 3 | ... | 5 | ... | 17 | 16 | ... | 25 | ... | 18 | ... | 11 | ... | 2 | ... | 9 | ... | 5 | ... | 114 |
| Total, ... | 15 | 3 | 51 | 1 | 64 | 2 | 168 | 203 | 3 | 261 | 3 | 146 | 1 | 114 | 2 | 62 | 1 | 46 | 40 | 24 | 2 | 1,212 |

Remarks.

ABSTRACT.

747 village schools, with 73 branches existing at the close of 1871-72, were under the charge of 771 Masters assisted by 441 Assistant Masters, Monitors, and pupil-teachers. The note below shows the salaries of the Masters, the average being Rs. 7-5-7 per mensem.

| | | |
|---|---|---|
| 15 | Teachers at | 12 each. |
| 3 | Ditto, | 11 „ |
| 51 | Ditto, | 10 „ |
| 1 | Ditto, | 9-8 „ |
| 64 | Ditto, | 9-0 „ |
| 2 | Ditto, | 8-8 „ |
| 168 | Ditto, | 8-0 „ |
| 203 | Ditto, | 7-0 „ |
| 3 | Ditto, | 6-8 „ |
| 261 | Ditto, | 6-0 „ |
| 771 | | |

Pay of village teachers and monitors.

The persons drawing less than Rs. 4 are with very rare exceptions, pupil teachers or monitors. In 1870-71, the average monthly pay of each master was in Oudh Rs. 7-6-11, now it is Rs. 7-5-7. There were then 346 school-masters drawing less than Rs. 8 a month, now there are 467 masters thus paid. There were in 1870-71, 242 assistants and pupil teachers, now there are 441 such persons.

The pupil teacher or monitorial system is both cheap and efficient.

State of rural education in each district.

127. The accompanying statement shows the relative state of village school education for each district in Oudh, and the actual attainments of the pupils according to the several classes or standards. I visited a large number of these village schools, and found the classification of the pupils strictly according to the curriculum. This classification affords perhaps a better criterion of the attainments of our village school students, than any hurried examination under fixed standards could possibly do. It is only when the classification is neglected, or the standard varies in different schools, that actual examination becomes necessary to ascertain the knowledge of the pupils. But where one uniform curriculum exists for each class of schools for a whole province, and where the classification of pupils is strictly in accordance with the prescribed standards, such classification and curriculum combined, show with much exactness the knowledge acquired by the pupils. During the year the curriculum underwent some slight modification. The last class, the fourth, was divided into two. The fifth class now consists of all boys who have not mastered the alphabet and the multiplication table to 10, in fact, of boys not sufficiently advanced to commence the primer. Since the numbers increased during the year by more than 8,000 pupils, the last class must necessarily be large. Next year we may hope for a corresponding increase in the upper classes.

| District. | Year. | Total number of Schools. | Numbers of pupils in Classes. | | | | | | Average number of pupils on rolls. | Average daily attendance. | Percentage of attendance. | Fees collected | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | I. | II. | III. | IV. | V. | Total. | | | | | |
| | | | | | | | | | | | | Rs. | |
| Lucknow, ... | 1870-71 | 39 | 208 | 354 | 541 | 1,121 | ... | 2,224 | 2,110 | 1,563 | 73 | 379 | |
| | 1871-72 | (a)52 | 183 | 416 | 444 | 474 | 582 | 2,099 | 2,117 | 1,438 | 68 | 362 | (a) Includes 14 Branches. |
| Bára Banki, ... | 1870-71 | 68 | 293 | 485 | 701 | 1,350 | ... | 2,829 | 2,529 | 1,960 | 78 | 632 | |
| | 1871-72 | 90 | 378 | 494 | 789 | 1,247 | 981 | 3,889 | 3,236 | 2,555 | 79 | 822 | |
| Unáo, ... ... | 1870-71 | 64 | 227 | 446 | 566 | 1,558 | ... | 2,797 | 2,706 | 2,081 | 76 | 490 | |
| | 1871-72 | 62 | 224 | 401 | 519 | 580 | 1,064 | 2,788 | 2,756 | 2,184 | 79 | 477 | |
| Sítápur, ... ... | 1870-71 | 54 | 101 | 427 | 500 | 1,338 | ... | 2,366 | 2,210 | 1,748 | 79 | 660 | |
| | 1871-72 | (b)107 | 237 | 475 | 611 | 836 | 1,444 | 3,603 | 2,822 | 2,335 | 83 | 730 | (b) Includes 33 Branches. |
| Hardui, ... ... | 1870-71 | 72 | 261 | 500 | 696 | 1,787 | ... | 3,244 | 2,983 | 2,405 | 81 | 935 | |
| | 1871-72 | 83 | 325 | 514 | 697 | 803 | 1,179 | 3,518 | 3,308 | 2,661 | 80 | 1,156 | |
| Kheri, ... ... | 1870-71 | 12 | 12 | 78 | 117 | 260 | ... | 467 | 445 | 372 | 83 | 142 | |
| | 1871-72 | 51 | 10 | 98 | 168 | 307 | 1,059 | 1,732 | 1,493 | 1,197 | 80 | 182 | |
| Faizabad, ... | 1870-71 | 51 | 214 | 441 | 533 | 848 | ... | 2,036 | 1,759 | 1,368 | 78 | 657 | |
| | 1871-72 | (c)81 | 229 | 368 | 593 | 623 | 929 | 2,742 | 2,317 | 1,774 | 77 | 706 | (c) Includes 13 Branches. |
| Gonda, ... ... | 1870-71 | 1 | 7 | ... | 10 | 18 | ... | 35 | 29 | 23 | 80 | 3 | |
| | 1871-72 | 35 | ... | 2 | 96 | 260 | 1,028 | 1,386 | 768 | 670 | 87 | 45 | |
| Bharaich, ... | 1870-71 | 39 | 42 | 197 | 371 | 708 | ... | 1,318 | 1,177 | 907 | 77 | 671 | |
| | 1871-72 | (d)59 | 134 | 240 | 342 | 425 | 743 | 1,884 | 1,550 | 1,188 | 76 | 605 | |
| Rái Bareli, ... | 1870-71 | 62 | 237 | 420 | 613 | 983 | ... | 2,253 | 2,159 | 1,617 | 75 | 402 | (d) Includes 13 Branches, |
| | 1871-72 | 70 | 285 | 510 | 751 | 747 | 962 | 3,255 | 2,628 | 2,000 | 77 | 394 | |
| Sultánpur, ... | 1870-71 | 59 | 175 | 397 | 527 | 986 | ... | 2,069 | 1,871 | 1,392 | 74 | 546 | |
| | 1871-72 | 69 | 189 | 385 | 591 | 630 | 616 | 2,411 | 2,166 | 1,592 | 73 | 543 | |
| Pratábgurh, ... | 1870-71 | 54 | 120 | 278 | 386 | 850 | ... | 1,634 | 1,467 | 1,126 | 77 | 136 | |
| | 1871-72 | 61 | 215 | 378 | 497 | 483 | 645 | 2,218 | 1,915 | 1,452 | 76 | 164 | |
| Total ... | 1870-71 | 575 | 1,897 | 4,005 | 5,561 | 11,807 | ... | 23,270 | 21,445 | 16,562 | 77 | 5,653 | |
| | 1871-72 | 747 and 73 Branches. | 2,409 | 4,281 | 6,098 | 7,505 | 11,232 | 31,525 | 27,076 | 21,046 | 58 | 6,187 | |

Every district shows improvement save Lucknow, and apparently Unáo. In Lucknow there is decreased attendance, the fees have decreased, and there has been a decrease of pupils in the 1st and 3rd classes.

In the Lucknow district, the percentage of average attendance is not good, it is lower than in any other district. So also in Unáo, there is a decrease in the 1st, 2nd and 3rd classes, and the fees have decreased, but the average attendance has improved.

The reason for the apparent decrease of schools and scholars in Unáo is the fact, that two of the best village schools situated in the populous towns of Nawalganj and Mohán, the latter the head quarters of a Tahsildár, have been made into town schools. As their classification was good and their fee collections fair, their removal to the town school grade has affected the Unáo village school returns. In Hardui the fee collections continue to be remarkably good, the average attendance is good, and the upper classes are well filled with pupils.

On the whole, save in Lucknow and Unáo, there has been great improvement, and even in Unáo, the cost per scholar has diminished from Rs. 3-8-3 annually to Rs. 3-3-7.

There was so much sickness in Lucknow, Unáo, Sultánpur, and Pratábgarh, and the rains were so unusually heavy, preventing boys who lived at any distance from attending school, that the improvement actually achieved is remarkable. The harvests too were not good, and yet, in spite of sickness and bad harvests, the fees increased by 9 per cent. Many of the village schools are now comfortably lodged and have been provided with suitable apparatus. The boys don't now sit in the cold weather on straw like so many buffaloes. A black-board, table, maps, registers, books for the master's use, and a chair or stool now exist in very many schools, and tát or benches on which the boys may sit have been in most cases provided. I was informed on my tour that a better class of pupils were attracted to our schools, and certainly the increase in schooling fees, in numbers and attendance seems to show that our village schools are popular.

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## Village Schools in the Eastern Circle.

128. Mr. Thomson remarks that "the village schools in Faizabad "have not had such close supervision from the Deputy Inspector as in "previous years. In May, Munshi Bishambhar Dayál was transferred "to Pratabgárh, and Munshi Devi Singh appointed to act for him. "Devi Singh had not been two months in charge when he met with "a very severe accident, that compelled him to resign. He was succeeded by Munshi Narayana Dás, who remained in charge until Munshi Bishamber Dayál returned in November." Faizabad.

The schools not separately considering the thirteen branches, have increased from 51 to 68, the pupils from 2,036 to 2,742, the average attendance from 1,368 to 1,774. The average number of pupils per

school has risen from 40 to 43, but the percentage of average attendance has fallen from 78 to 77. The fee collections have increased from Rs. 657-10 to Rs. 705-15.

The progress made in studies appears from the table given in para. 127.

The classification is not good. The number of pupils in the 1st class is but slightly greater than in the previous year, whilst the number of pupils in the 2nd class has diminished, ninety-three first class boys having completed or nearly completed their course, left school. The number of pupils in the lowest class is greater than it should be, but the opening of seventeen new schools, and the consequent influx of pupils partly account for this. The Inspector remarks too, that most of the teachers of the new schools are uncertificated, and are not nearly so efficient as men who have been trained at the Normal school. The Normal school has this year been very actively engaged in supplying teachers, but with the commencement of the village school system in Kheri and Gonda, and the greatly increased number of schools throughout the province, the Normal school in spite of every effort has hardly been able to keep pace with the demand.

Mr. Thomson further remarks :—

" It will not be possible to establish more than three or four new " schools during 1872-73, as there is not money to pay more teachers. " But this is not altogether a matter of regret, for consolidation is " required as well as extension. A number of masters will be sent to the " Normal school as soon as trained men come to take their places, and in " two or three years, all the village teachers in the district will be men " very fairly qualified for their work. Almost all the schools have " good houses, well supplied with necessary apparatus, and, I have no " doubt, that where buildings have not yet been erected, they will be " ready before another year passes. Care will also be taken that boys " are not neglected in the IV and V classes, but are being fitted for " promotion as fast as possible."

" I have more than once recommended the Deputy Inspector, " Munshi Bishambhar Dayál for promotion, and now earnestly repeat my " recommendation. He has always shown much tact and judgment in " dealing both with the people and the schoolmasters, and he is very " dilligent and careful in his office work."

Regarding the promotion of Mr. Bishamhbar Dayál and of Mr. Imdád Hosein of Hardui, I shall have the honor to address to you a separate communication.

The village school buildings, work of the school committees, the results of the village school scholarship examination, and the state of the village school library will all be treated of under their respective headings.

The Inspector reports :—

129. Three years ago four or five " village schools were establish- Gonda.
" ed in this district, but as there was no Deputy Inspector to look after
" them, they made no progress, and at the beginning of 1871-72, all
" had been closed but one. In August, however, a Deputy Inspector
" was appointed, and village schools began in earnest. They now num-
" ber thirty-five, and contain 1,386 boys. It is impossible to give com-
" parative returns, as two schools have been at work for six months,
" seven for five months, nine for four months, eight for three months,
" three for two months, and four for only one month.

" The classification is shown in para 127.

" The amount of fees has been Rupees 45-5-6.

" Great difficulty has been felt in getting houses. The people seem
" very willing to give houses where they have them, but so many were
" brought down by the unusually heavy rains of last year, that there are
" not enough for the inhabitants themselves.

" I was in this district in February and March, whenever I visited
" a school I found a good many boys present, but little or nothing done
" to classify or teach them."

The Inspector does not think the village schools will make any very decided improvement under the present Deputy Inspector, Mr. Mohendro Nath Dutt. He is a very quiet, amiable man, is a capital scholar, and was successful as a schoolmaster at Hardui. He has undoubtedly all his work to learn, and being a Bengalí, he is foreign to the people. I propose to give him a fair trial. The Deputy Inspector classes eight schools as excellent, seventeen as good, seven as fair and three only as bad. This classification is not of much value, the exact state of the schools is shown from the classification.

The great want of this district now, is school building, and though seven were sanctioned, the weather was so unfavourable, and the Deputy Inspector so new to his work, that at the close of the year only two were near completion.

130. Mr. Thomson says :—

" Seven new schools have been established during the year, raising Bharaich.
" the number from 39 to 46. The number of pupils has risen from
" 1,318 to 1,884, but the average attendance has been only 76 per cent.
" against 77 per cent. of the number registered in the preceding year.
" This district is intersected in all directions by rivers and jhils, and
" for a good while during the rains, villages were cut off from all com-
" munication with their neighbours. Under the circumstances, I consi-
" der that the average attendance has been good. The fee collection has
" fallen from Rs. 670-15-9 to Rs. 604-11-0, I believe that at first, masters
" were too severe in exacting fees, and that boys were in this way kept from
" attending school. It is advisable to be a little easier with pupils who
" are poor, but fees should not be allowed to come lower than they are
" now.

"All the classes have made respectable progress. This will be seen "if the table in para. 127 is consulted.

"I examined the schools of this district in March. A few were "excellent, but as a rule, the teaching was loose, and the number of boys "in the lower classes too great. The Deputy Inspector had not been so "expeditious in repairing the school houses damaged during the rains as "I could have wished."

The attendance in Bharaich seems to fluctuate a good deal. The Deputy Inspector reports that no less than 974 boys left school during the year, whilst there were 1,540 admissions. He remarks that many boys leave school directly they have learned to read and write and to work sums in the first four simple rules.

Rái Bareli.

131. The Inspector reports :—

"Early in 1871-72, the Deputy Inspector was transferred, and "Munshi Jugal Kishor appointed in his place. The change has been "in every way beneficial, and the year has been marked by excellent pro-"gress. The number of schools has risen from 62 to 70 and the pupils "from 2,253 to 3,255. The average daily attendance has been 77 per "cent. of the number registered. The fees have fallen from Rs. 402-0-0 "to Rs. 394-3-9. In 1869-70, the fees amounted to Rs. 548-2-9. People "in this district are able to pay higher fees, and the Masters should "endeavour to increase their incomes from this source. The fee collec-"tion might be doubled during 1872-73.

"The progress of the different classes will be seen from the state-"ment in para. 127.

"I inspected the schools of this district in December and January, "and was well pleased with the condition in which I found them. The "Deputy Inspector's manner is quiet and mild, but at the same time, "firm ; the masters were working well, and considered themselves com-"fortable, the boys evidently enjoyed their work and were making good "progress. Much of the Deputy Inspector's time has been taken up with "buildings. He had had no experience in this sort of work, and so it "took him longer to understand it. But in future, he will be easily able "to make arrangements for buildings and repairs, and so have more time "for inspection."

The Deputy Inspector does not say why the fee receipts have di-minished, but considers the decrease to be merely temporary.

Pratábgarh.

132. The Inspector reports :—

"The schools of this district now number 61 against 54 at the close "of 1870-71. The number of pupils enrolled has risen from 1,634 to 2,218 "and the daily average attendance has been 76 per cent. of the number "registered. Fees have risen from Rs. 136 to Rs. 164-7-6.

"The classification is detailed in para 127.

"I inspected the schools of this district in November and December. "They are very unequal, a large proportion are excellent, while several "are very bad. The year, however, has been one of progress in every "way. And, although the schools of so very poor a district must always "be behind those of most other districts, yet Mír Muhammad Husain, the "Deputy Inspector, has improved them so much, that I feel certain the "remaining defects, if not altogether removed, will be steadily reduced."

The Deputy Inspector is a very valuable officer. His report is interesting, and his remarks on School Committees, on the attitude of the people towards our schools, and our school buildings will all appear in their proper place. Towards and after the close of the year under review, cholera became very rife in the Pratábgarh district. Between the 22nd April last and the 30th idem, no less than 4,574 persons died of cholera, of whom 40 were students at village schools. The action of the Deputy Inspector was judicious. As the boys were generally quite unable to leave the district whatever the schoolmasters might do, the latter were directed to stay at their posts, and to assist the villagers in case of sickness by advice and medicine. 12 village schools were selected as centres, and cholera medicines were, with the approval of the Civil Surgeon, Dr. Hart, distributed with directions, not only for their use, but for the avoidance (so far as the cause of *cholera* is known,) and treatment of the epidemic in all its stages.

133. The Inspector remarks, "the past year has been very unfavour- "able to this district. The floods in September swept away several vil- "lages on the banks of the Gomti where we had schools, shortly after "cholera broke out, and raged for more than two months on both banks "of the river with extraordinary severity. During that time, one-third "of the schools in this district were practically closed. It is not strange, "therefore, that in some respects very little progress has been made." Here too, schoolmasters were ordered to stay at their posts. Dr. Franklin drew up a few simple directions for the treatment of cholera, and cholera medicines were sent to seven schools. The masters were told to keep an account of the persons attacked, and to say whether they recovered under treatment, or succumbed to the disease. It seems that there were thirty cases treated and 29 persons recovered. Ten fever patients were also treated, and six recovered. Sultánpúr.

Our village schoolmasters are generally a very intelligent and respectable class of men, and distributed as they are through the length and breadth of Oudh, form a very convenient body through whom the public may be counselled and assisted in any emergency. I should like to see much more use made of them as rural post-masters, and sub-registrars, than has hitherto been done.

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VILLAGE SCHOOLS IN THE WESTERN CIRCLE.

134. Here the number of village schools is 38, the number of pupils has decreased from 2,224 to 2,099, the fees from Rs. 379 to Rs. 362, and the average daily attendance from 73 to 68 per cent. There were Lucknow

two changes in the Deputy Inspectors during the year. Pandit Sheo Narayan went on leave, and he was succeeded by Munshí Muhammad Husain, to whom succeeded Munshí Rám Prashád. But these changes ought not to have affected the village schools, which should by this time be on a sufficiently sound basis to at least remain undisturbed by changes that lasted for only six months. Besides, both gentlemen who acted in Lucknow, as Deputy Inspectors, are very good men. The classification *vide* para. 127 has not improved. The Deputy Inspector explains the decrease of boys in the 1st class by the introduction of an additional class book in the 2nd class. The explanation may be accepted, but is no reason for the decrease of pupils in the 3rd class. In Lucknow there should be no decrease in village school attendance, fees, or pupils. The Normal School, being in Lucknow, there ought to be no difficulty in securing excellent village schoolmasters. No less than 1,050 pupils left school during the year, 86 pupils from the 1st class, 175 boys from the 2nd class, the rest from the lower classes. Sixty-seven pupils obtained employment, 175 commenced work, 136 left the village, and the remainder left because they did not wish to continue their studies. A few also joined other than village schools. A great number of the village schools in this district were visited during the year by Mr. Sparks, the Deputy Commissioner, Lieutenant F. Barrow and Mr. Bickers, who gave a good many rewards to the best school boys.

The Deputy Inspector mentions, that Mr. Bickers's remarks in the school minute books have been of much service.

Bára Banki.

135. Here the schools have increased from 68 to 90, the number of scholars from 2,829 to 3,889, the average daily attendance from 78 to 79 per cent., the fee collections from 632 Rs. to 822 Rs. The classification has also improved. At the last village school scholarship examination, sixteen boys obtained scholarships, and are now reading at the High School.

Unáo.

136. The schools have decreased by 2, the number of scholars has fallen from 2,797 to 2,788, but the percentage of average attendance has much improved. It is now 79 per cent. in place of 76 per cent. of the number enrolled. I may add too, that the decrease in numbers is more apparent than real. For, two schools formerly reckoned as village schools, have during the year been made town schools, both being situated in places of considerable population and some trade. From the same cause, the fee collections have decreased from Rs. 490 to Rs. 477. They should be larger. In the Review of the Educational report for 1870-71, the Chief Commissioner remarked " in the Unao District the village " schools have not done well, and yet the teachers of that district are now " the best paid men of their class in Oudh ; out of 134 teachers, no less " than 33 get more than 8 Rs. a month, and 30 draw from 7 to Rs. 8." The following table will shew the change that has taken place.

| Year. | Village schoolmasters at. | | | | | | | | | | | | Total number of masters. | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Rs. 10. | Rs. 9. | Rs. 8. | Rs. 7. | Rs. 6. | Rs. 5-8. | Rs. 5. | Rs. 4. | Rs. 3. | Rs. 2. | Rs. 1.8. | As. 12. | | |
| At close of 1870-71, ... | 10 | 23 | 13 | 17 | 12 | ... | 3 | 3 | 6 | 1 | 16 | ... | 104 | |
| Ditto, of 1871-72, ... | 3 | 5 | 22 | 19 | 14 | 2 | 5 | 5 | 6 | 2 | 14 | 2 | 99 | |

There are now only 8 village teachers, who draw more than 8 Rs. monthly. The classification has not improved, but the village school pupils at the last scholarship examination did well. The work of school Committees, and the state and progress of school buildings will all be considered under their proper heading. The number of pupils at each school in Unao is considerable. There are no schools having less than 20 pupils, there are 31 schools with less than 50 pupils, but more than 20, and there are 31 schools each having more than 50 scholars. Of these 31 schools, 9 have more than 70, and 2 more than 100 pupils.

137. The schools have increased from 54 to 74, the pupils from 2,366 to 3,603, the percentage of average attendance from 79 to 83, and the fee collections from 660 Rs. to 730 Rs. The daily attendance is now particularly good. There is an average of 48 boys for each school. In March 1871, the average was only 23. The classification has much improved, the number of pupils in the 1st Class having more than doubled during the year. Last year there were but nineteen village schools with good first classes, now there are 36 such schools. At the last village school scholarship examination, the pupils did well. The Inspector reports favourably on the village schools in this district, and mentions that the zamindars of a village called Gujra, had commenced to build at their own cost a kutcha school house. Sitápur.

During the year 2,084 boys were admitted as scholars into village schools, and 847 pupils were withdrawn.

138. The schools have increased from 72 to 83, the pupils from 3,244 to 3,518, and the percentage of average attedance is very good, being 80 per cent. of the number enrolled. The fee collections have risen from Rs. 935 to Rs. 1,156. Hardui stands first in Oudh as regards village school fee collections. The number of boys per school is 42. The Shahabad Tahsil takes the lead of the other Tahsils in this district in village school education. In that Tahsil there are 1,575 boys attending village schools, no other Tahsil has so many as 800 scholars. The classification has improved. But there are many boys in the lowest class. Hardui.

The cost of educating each pupil has diminished. Fifty-eight boys left school from the 1st Class of village schools, having completed their course, and fourteen boys obtaining scholarships joined the High School Middle Department.

139. Here, as in Gonda, we commenced this year to introduce our rural school system. Mr. Késho Prashad Tiwarí was appointed to officiate as Deputy Inspector. The Inspector reports that Mr. Késho Prashad "set himself to work with an earnest heart, and by the end of the year, "had opened 39 new schools" Kheri.

The schools have increased from 12 to 51, the scholars from 467 to 1,732, the fee collections from Rs. 142 to Rs. 182. The majority of the schools having been opened only recently, the bulk of the pupils are still, of course, in the lowest class. The average attendance is now 80

per cent. of the number enrolled. It should not fall below this. Primary rural education has been fairly commenced.

Proportion of Muhammadans to Hindus in village schools.

140. Muhammadans in Oudh gladly avail themselves of rural primary education. The proportion of Muhammadan students to the Hindus may be thus instructively shown :—

| | Percentage of Hindus, to Muhammadans on the total population. | Percentage of Muhammadan students to total number of pupils at village schools. |
|---|---|---|
| Lucknow, .. | 19 | 17 |
| Bára Banki, .. | 14 | 37 |
| Unáo, .. | 7 | 9 |
| Sítápur, .. | 12 | 24 |
| Hardui, .. | 9 | 11 |
| Kheri, .. | 10 | 16 |
| Faizabad, .. | 9 | 25 |
| Gonda, .. | 10 | 18 |
| Bharaich, .. | 12 | 22 |
| Rái Barelí, .. | 4 | 14 |
| Sultánpur, .. | 9 | 16 |
| Pratábgarh, .. | 8 | 21 |

Rather less than 11 per cent. of the total population of Oudh are Muhammadans. But of the school population no less than 19 per cent. are of that religion. In Lucknow, the percentage should perhaps be higher. But it must be remembered, that as a rule, Muhammadans live in large towns. In Faizabad and Sítápur, the results are startling, shewing that Muhammadans avail themselves twice as gladly as the Hindús of the education offered in our village schools. In Hardui there are large Muhammadan towns. The mass of the village population are Hindús. At the nine largest towns in Hardui, the proportion of Muhammadans to the total number of scholars is 50 per cent.

Village school scholarship examination.

141. The village school scholarship examination was very systematically conducted. The number of boys who competed, who passed and who obtained scholarships may be thus shown :—

| District. | Number who competed. | Number who passed. | Number who obtained. scholarships. |
|---|---|---|---|
| Lucknow, .. .. .. | 44 | 28 | 3 |
| Bára Banki, .. .. .. | 65 | 49 | 16 |
| Unáo, .. .. .. | 75 | 36 | 12 |
| Sítápur, .. .. .. | 39 | 12 | 12 |
| Hardui, .. .. .. | 45 | 27 | 16 |
| Rái Barelí, .. .. .. | 101 | 18 | 5 |
| Sultánpur, .. .. .. | 41 | 12 | 12 |
| Pratábgarh, .. .. .. | 70 | 29 | 5 |
| Faizabad, .. .. .. | 100 | 39 | 5 |
| Bharaich, .. .. .. | 15 | 8 | 6 |
| Kheri, .. .. .. | 12 | 7 | 6 |

So few boys in Lucknow obtained scholarships, as some unfairness was supposed to have occurred, and those of the students regarding whom there was doubt declined to be re-examined. In Rái Barelí, Faizabad,

and Pratábgah, so few scholarships were given, because there were several unterminated scholarships held from the previous year, for which provision had to be made.

142. These Committees I have found very useful. To them I have often been able to refer questions regarding the repair of school houses, affecting the character of teachers, and other matters of local interest. A good schoolmaster generally finds them useful, but an idly disposed man, or one who wishes to make certain changes for his own personal advantage, undoubtedly distrusts or dislikes the Committee. The Inspector, Lucknow thinks, that village school Committees are of more use than town school Committees, and he records that our village school Committees have with few exceptions met every month. Their proceedings are it is said "often in praise of the schoolmasters" and they dislike to report a teacher for misbehaviour, though they sometimes "whisper "to the Deputy Inspector." Village school Committees.

143. The Deputy Inspector Bára Banki says, that "many of the "Sub-Committees are regular in their meetings, but some require en-"couragement." He adds, that "the efforts of the Sub-Committees have "undoubtedly been successful, provided such efforts were not nominal to "be entered in the school minute book." This seems to be a contradiction. If the efforts of the Sub-Committees were successful they were successful, and to hint, but perhaps no such innuendo is intended, that a man or a body of men do good from an improper or low motive, is both impolitic and ungenerous. Bára Banki.

144. The Deputy Inspector Hardui makes no report on the village school Committees. Hardui.

145. The Deputy Inspector Sítápur reports :— Sítápur.

"Many of the school Committees have been very regular in hold-"ing monthly "meetings and "rendering ma-"terial assistance "towards the "welfare of their "respective insti-"tutions. The Committees noted in the margin,* deserve mention for "the disinterested zeal evinced by them in the cause of education in "their respective localities."

| | | | | | |
|---|---|---|---|---|---|
| * 1. | Badawan Tolah school | Committee. | 11. | Bhinheni school | Committee. |
| 2. | Monowan school. | do. | 12 | Pareojal | do. |
| 3. | Jahangirabad | do. | 13. | Simrawan | do. |
| 4 | Soota | do. | 14. | Gujra | do. |
| 5. | Barmaholí | do. | 15. | Ramabhari | do. |
| 6. | Kuttásur | do. | 16. | Sarkaha | do. |
| 7. | Púrsúnda | do. | 17. | Ramgarh | do. |
| 8. | Mura | do. | 18. | Mubárakpur | do. |
| 9. | Bargaon | do. | 19. | Ambarpur | do. |
| 10. | Rahímabad | do. | 20. | Mahewa | do. |

146. In Kheri, the Members of the village school Committees are said to be ignorant, and to assemble very rarely. Kheri.

147. The Deputy Inspector says, that in the Únáo District, the "school Committees are the sources of infinite good." Únáo.

The best school Committees are those of Púrwa, Mohán, Safipur, Panhan Hiloli, Zoráwarganj, Bigahpur, Nawábganj, Bethur, Urhar, Asiwan, Muzaffarnagar and Kantha.

Faizabad.

148. In this district the school Committees are said not to have assembled regularly. But some Members take a very hearty interest in the schools in their villages. " For instance, Muhammad Husain of the " Sewaganj Committee, Thákur Rám Swarúp Singh, T'alukdár of " Khapradih, of the Janai Committee, Mír Majid-ud-din, Ashraf of " Baskhari, have rendered as much assistance to our schools as possible." Other gentlemen are also mentioned. They are Mahmúd Alí Khan, Inspector in the Police Department, Abul Hasan, Tahsíldár of Bikapur Tahsíl, Ganpat Ráo Tahsíldár of Faizabad Tahsíl, Munshí Janki Prashad and Mír Karamat Husain, the late and present Manager of Khapradih estate, and Anwar Alí, a private man residing at Shahzádpur (through whose assistance girls' schools have been established.)

Pratábgarh.

149. Mr. Muhammad Husain is one of the best of our Deputy Inspectors, and owing to his exertions, the schools in the Pratábgarh district, are greatly improving. He says that the improvement of village schools " is partly owing to the cordial assistance of the school Committees, which have been established wherever a school exists. The village school Committees do not yet fully understand their duties, and in some places they are said be " shy of meeting." " When the " teacher is industrious and popular, then the Members of his school " Committee take great interest in their duties, but the lazy school-" masters always complain of the carelessness of the Members." The " Members are encouraged by friendly visits from the Deputy Inspector, " and by seeing their proceedings mentioned in the Educational news-" papers."

Sultánpur.

150. Committees have been appointed to all village schools permanently established. Twenty eight Committees are said to have assembled for the transaction of business. One Committee met eight times, and 13 Committees once only. The Deputy Inspector says, none of the Committees have done anything worthy of notice.

Gonda.

151. The Deputy Inspector does not record the work of the school Committees. His attention will be called to the subject. It is especially necessary to interest people from the very first in our village schools

Raí Bareli and Bharaich.

152. In these districts too, no mention is made of the work of village School Committees.

General remarks.

153. A fair amount of success has, I think, attended the creation of the village school Committees. Certain respectable gentlemen in every village feel they have a right to enter the school and see how their relatives or sons or dependents are progressing. When I examine schools, I now generally find that some two or three members of the Committee make their appearance as the examination progresses, and take an interest in what is going on. In some places indeed, a large number of the Committee members and their friends attend.

Popularity of village schools, and conduct of the teachers.

154 The returns show that our village schools are every year becoming more popular. In Sitapur, the Deputy Inspector has opened

two night schools for adults employed in field labour or other work in the daytime. Several of the adults are reported to have made fair progress, and one was sent to the Normal School to be trained as a teacher.

The village school teachers have as a body behaved very well during the year. Many have worked really hard, and I have received no report of worse misconduct than in leaving their schools without permission. Only a very few instances occurred, chiefly in the Bharaich district.

During the year, the Inspector General of Police, ordered at my desire, that Schoolmasters apprehended for any offence should be reported to me. I have received no such reports, and considering the large number of men employed, the absence of such reports is highly creditable to the men as a body.

The village school curriculum.

155. During the year the curriculum was slightly altered. The lowest class was divided into two, the lowest section for those boys who had not mastered the alphabet and multiplication to ten, and the upper section (the 4th Class), for those boys who having mastered both alphabet and numerals, were fit for the primer. In the 1st and 2nd classes, part I of an Urdu poetical reader was introduced. The book has a vocabulary in which all allusions, and the most difficult words are explained, and a short account of the life of each part is given. All the pieces are original, and not wanting in merit. Some of the village school-masters have not yet mastered the book. But Deputy Inspectors were instructed by me verbally, when on tour, to explain difficulties to the teachers, and every library has now very good dictionaries, which the masters are encouraged to use. So the teachers should shortly have mastered any difficulties the book may present. Many of the pieces are very simple. As the book now forms a part of our Normal School curriculum, teachers sent out hereafter will find no difficulty. Amongst School Committees and educated Muhammadan gentlemen, these is no doubt that the book is exceedingly popular. I have never heard a native gentleman speak otherwise than in praise of the work. The 2nd part is more diffieult than the 1st part, and is read only in town schools. A paraphrase of the 1st part will shortly be issued, so that village school teachers sent recently from the Normal School, may not have the slightest excuse for ignorance of the meaning of any passage. For the last eight years I have endeavoured to get a similar anthology of Hindi Poets compiled. But whether because their works are more difficult to get, and their lives are less remembered, or for any other reason, I have not yet obtained a suitable compilation.

The collection of Urdu poetry is the only purely literary work in our village school course. All the other class books are on Grammar, History, Geography, Arithmetic and Natural Science, or are simply letter writers.

Village school buildings.

156. The accompanying statement will show that the repair and construction of village school houses have proceeded vigorously. During the year, four plans and estimates for village school houses were circulated amongst all Deputy Inspectors. The first was the plan of a school house with sloping tiled projecting roof and verandah with small room for school furniture. The building was to be what is called kutcha pucka, was to allow of sufficient space for the instruction of eighty pupils, and was to cost Rs. 466. The defect of the plan is, that the back wall is built simply of mud or of sun-dried bricks, and is therefore liable to be affected by heavy rain. But to obviate as far as possible any damage, the roof is made low and projecting.

The other plans formed a set of three. All were on the same principle, and were for entirely pucka buildings. Plan No. I, is for 120 boys, and is to cost Rs. 776, plan No. 2 is for eighty boys, and is to cost Rs. 552, and plan No. 3 is for sixty boys, and is to cost Rs. 477. A house is now being built after plan No. I, at Husainganj, for a Municipal primary school. The advantage of buildings after this plan, is that all the material parts of the buildings are of good bricks and mortar, the inside walls to keep out the hot wind, rain and dust, being alone of mud. I say inside walls, because these walls do not go up to the roof, and are placed well within the brick pillars on which the roof rests. They might be destroyed every year without the slightest injury to the building. The defect of the building is, that the centre pillars obstruct the view of the Schoolmaster, who is thus unable to see all his pupils at a glance.

There was a total expenditure of Rs. 15,037 for the repair and construction of 514 buildings, or about Rs. 27 were spent on each building. The bulk of the work was for repairs or for temporary sheds; for work that could be done by unskilled labour under the direction of the schoolmaster. Every Deputy Inspector is allowed a Mistari, and in some districts where the work is particularly heavy, two Mistaris have been allowed during the busy season. The village school buildings are now in a very much better state than I ever saw them before.

Eleven regular school-houses were built during the year, 102 kutcha houses and sheds for temporary accommodation were also finished. At the close of the year, 17 regular school-houses were in progress, and 46 temporary sheds. One school-house and one shed had not been commenced. Ten school-houses were re-constructed with sloping roofs, and the re-construction of six was in progress in March last. The annual ordinary repairs of 76 regular buildings were concluded. The repairs of 31 such houses were in progress, and the repairs of three had not commenced. Trifling repairs to 158 temporary houses or sheds were finished during the year. The repairs of 43 were in progress at the close of the year, and the repair of eight had not commenced.

| District. | | Number of schools. Completed or repaired in the year. | Number of schools. In progress. | Estimated Cost. | Amount expended up to 31st March. | Schools erected or repaired under the direction of District Officers. | Schools erected or repaired under the direction of The Deputy Inspector. |
|---|---|---|---|---|---|---|---|
| Lucknow, | 1870-71 | 1 | .. | 375 | 270 | ... | 1 |
| | 1871-72 | 24 | 23 | 1,347 | 1,021 | ... | 47 |
| Bára Banki, | 1870-71 | 3 | .. | 1,374 | 1,391 | ... | 3 |
| | 1871-72 | 36 | 16 | 3,463 | 2,461 | ... | 52 |
| Unáo, | 1870-71 | 1 | .. | 915 | 915 | ... | 1 |
| | 1871-72 | 19 | 26 | 2,332 | 1,819 | 1 | 44 |
| Sítápur, | 1870-71 | 8 | 6 | 288 | 278 | 11 | 3 |
| | 1871-72 | 28 | 29 | 1,224 | 543 | 4 | 53 |
| Hardui, | 1870-71 | 2 | .. | 440 | 407 | ... | 2 |
| | 1871-72 | 34 | 6 | 1,722 | 1,577 | 2 | 38 |
| Kheri, | 1870-71 | 7 | 1 | 80 | 80 | 8 | ... |
| | 1871-72 | 31 | 4 | 686 | 489 | 19 | 16 |
| Faizabad, | 1870-71 | 4 | 1 | 2,440 | 1,839 | ... | 5 |
| | 1871-72 | 43 | 11 | 1,408 | 1,268 | ... | 54 |
| Gonda, | 1870-71 | ... | .. | ... | ... | ... | ... |
| | 1871-72 | ... | 2 | 110 | 91 | ... | 2 |
| Bharaich, | 1870-71 | 10 | 8 | 573 | 242 | ... | 18 |
| | 1871-72 | 42 | 16 | 1,781 | 1,463 | 1 | 57 |
| Rái Barelí, | 1870-71 | 3 | 6 | 1,800 | 1,746 | ... | 9 |
| | 1871-72 | 32 | 13 | 2,301 | 1,554 | ... | 45 |
| Sultánpur, | 1870-71 | 1 | .. | 415 | 350 | 1 | ... |
| | 1871-72 | 10 | 7 | 1,981 | 1,376 | ... | 17 |
| Pratábgarh, | 1870-71 | 5 | 3 | 740 | 600 | ... | 8 |
| | 1871-72 | 58 | 4 | 1,942 | 1,375 | 1 | 61 |
| Total, | 1870-71 | 45 | 25 | 9,440 | 8,118 | 20 | 50 |
| | 1871-72 | 357 | 157 | 20,297 | 15,037 | 28 | 486 |

1. *Lucknow District.*—Of the 47 buildings entered in column 7, 5 have already been erected and 19 repaired and reconstructed, 18 are in progress, and 5 have not yet been commenced. The total sum, Rs. 1,021 entered in column 5, as spent during the year is made up of the following items :—New Buildings Rs. 442, repairs Rs. 476, Mistari's Wages Rs. 103. The whole sum Rs. 1,021 is spent from the current year's grant of Rs. 1,528-9-9; *viz.* Rs. 780-2-9 for New Buildings, and Rs. 748-7-0 for repairs. Balance in hand of Deputy Inspector on 31st March 1872, Rs. 516 inclusive of Rs. 8 on account of last year's balance.

2. *Bára Banki District.*—Of the 52 buildings entered in column 7, 36 have either been built, re-constructed or repaired, and 16 are either in course of erection, re-construction or repairs. The total sum Rs. 2,460-9-11 has been thus spent. Re-construction of houses Rs. 1,999-15-10, Regular school buildings Rs. 70, Temporary sheds Rs. 162-6-0, Thorough repairs Rs. 92-8-0, and Petty repairs Rs. 135-12-1. The Deputy Inspector had a balance in hand of Rs. 2-2-9 on 31st March 1871, drew during 1871-72, Rs. 2,875, *viz*, Rs. 2,275 on account of New Buildings, and Rs. 600 on account of repairs, Total Rs. 2,877-2-9. Of this sum he spent up to 31st March 1872, Rs. 2,461, hence there was a balance in his hand of Rs. 416-8-10.

3. *Unáo District.*—Of the 45 buildings entered in columns 6 and 7, one has been repaired through the District Officer, and 18 have been erected or repaired by the Deputy Inspector, and 26 are in progress. The total expenditure Rs. 1,819 includes that of Rs. 100 by the District Officer, and Rs. 1,719 by the Deputy Inspector. The Deputy Inspector, had a balance in his hand of Rs. 212 on 31st March 1871, and he drew from the current year's grant, Rs. 2,120 including Rs. 100 paid to the District Officer He thus had altogether Rs. 2,332; of this sum Rs. 1,819 were spent by both the District Officer and himself, hence there was a balance in his hands on 31st March 1872, of Rs. 513.

4. *Sítápur District.*—Of the 57 schools entered in columns 6 and 7, 28 have been erected or repaired either by the Deputy Inspector or by the District Officer, and 29 are in progress or in course of repair under those officers. The total expenditure on these schools, *vide* column 5, has been Rs. 543 up to 31st March 1872. The Deputy Inspector had a balance in his hands on 31st March 1871, of Rs. 120. During the year 1871-72 he drew Rs. 1,104 under the Head Repairs and New Buildings, thus making a total sum of Rs. 1,224. From this deduct the total expenditure Rs. 543, and there was a balance of Rs. 681 with the Deputy Inspector on 31st March 1872.

5. *Hardui District.*—Of the 40 buildings noted in columns 6 and 7, 4 regular buildings have been built by the Deputy Inspector, who also built 19 temporary sheds and repaired 9 school houses. The District Officer only repaired 2 school houses and 6 new buildings are still in progress. The total expenditure on all these buildings during the year amounted to Rs. 1,577. The Deputy Inspector had a balance on 31st March 1872, of Rs. 709 in hand. During the year he drew Rs. 1,133 on account of Repairs and New Buildings, thus making a total sum of Rs. 1,842 in his hand, deducting from this sum Rs. 1,577the amount expended, there remained a balance of Rs. 265 in the Deputy Inspector's hands on 31st March 1872.

6. *Kheri District.*—Of the 35 buildings noted in columns 6 and 7, 15 school houses have been repaired and 4 are in progress; of the 15 repaired 12 have been executed by the District Officer and 3 by the Deputy Inspector; 16 temporary sheds have been erected, 1 by the Head Master, Lakhimpur, 1 by the Head Master Golá, 7 by the District Officer and 7 by the Deputy Inspector. The whole sum Rs. 489 entered as expenditure, has been met from the grant of the year Rs 686-0-0 or Rs. 311-0-0 for Repairs and Rs. 375-0-0 for New Buildings. There was thus a balance of Rs. 197 with the Deputy Inspector on 31st March 1872.

7. *Faizabad District.*—Of the 54 buildings noted in column 7, 19 school houses have been erected and 6 are in course of erection, 24 school houses have been repaired and 5 are in course of repair. The Deputy Inspector had a balance in hand on 31st March 1871, of Rs. 544, and he drew during the year 1,550 Rs. under the Head New Buildings and Repairs, *viz.*, Rs. 1,250 under the former head, and Rs. 300 under the latter, in addition to this he also realized Rs. 7 by the sale of some spare materials, thus making a total sum in his hands of Rs. 2,101. After deducting the expenditure Rs. 1,268 *vide* col: 5, there remained a balance in his hand on 31st March 1872 of Rs. 833.

(8) *Gonda District.*—The 2 buildings noted in column 7, are in progress. Rs. 91 only have been spent on them during the year. The Deputy Inspector had no balance in his hands on 31st March 1871. He drew during the year Rs. 429, *viz.*, Rs. 417 for New Buildings and Rs 12 for Repairs. Of this sum he spent Rs. 173 during the year 1871-72, and there remained in his hands at the close of that year a balance of Rs. 256.

(9.) *Bharaich District.*—Of the 58 buildings noted in columns 6 and 7, the Deputy Inspector built and repaired 24 and 17 school houses respectively, the District Officer repaired only one. 13 school houses are in progress, and 3 are in course of repair. The total expenditure incurred during the year amounts to Rs. 1,463. The Deputy Inspector had a balance in hand of Rs 100 at the close of 1870-71, and he drew Rs. 1,915 during the year, *viz*, Rs. 1,715, under the Head New Buildings and Rs. 200 under that of Repairs. Besides this he also realized Rs. 18 from the sale of 3 school-sheds during the year. He thus had in his hands a total sum of Rs. 2,033, after deducting the expenditure Rs. 1463, *vide* column 5, there remained in his hands a balance of Rs. 570 on 31st March 1872.

(10) *Rái Bareli District.*—Of the 45 buildings noted in column 7, 3 have been built and 29 repaired; 2 buildings are in course of erection, and 2 in course of repair, and 9 have not yet been commenced. The total expenditure during the year has been 1,554, exclusive of the Mistari's wages. The Deputy Inspector had a balance in his hands of Rs. 407. He drew during the year Rs. 2,050, *viz.* Rs. 1,658, under the Head New Buildings, and Rs 392 under that of Repairs He thus had in all a total sum of Rs. 2,457. After deducting Rs. 1,554 the expenditure incurred, *vide* column 5, and Rs. 271 on account of Mistari's pay there remained in his hands on 31st March 1872, a balance of Rs. 632.

(11.) *Sultánpur District.*—Of the 17 buildings noted in column 7, the Deputy Inspector built 1 regular building, 6 temporary sheds and repaired 3 school houses. Of the 7 buildings in progress there are 1 regular building and 3 temporary sheds under erection, and 3 school houses under repair. The total expenditure incurred is Rs. 1,376, *vide* col; 5. The Deputy Inspector had a balance in his hands of Rs. 436 at the close of 1870-71, he drew during the year Rs. 1,511 *viz.*, Rs. 1,436 under the head New Buildings, and Rs. 75 under that of Repairs. He thus had a total sum of Rs. 1,947. If from this sum Rs. 1,376 be deducted, *vide* col: 5, there is left in the Deputy Inspector's hands on 31st March 1872 a balance of Rs. 571.

(12.) *Pratábgarh District.*—Of the 62 buildings noted in cols; 6 and 7, the Deputy Inspector has built 21, and the District Officer one; and 4 are in course of erection. Of these 26 buildings, 14 are temporary sheds. 5 re-constructions and 7 regular New Buildings. Besides these the Deputy Inspector has also repaired 36 schoolhouses. The total expenditure has been Rs. 1,375 *vide* column 5. The Deputy Inspector had in his hands a balance of Rs. 754, on 31st March 1871, and Rs. 89 from the savings of the sanctioned works, or a total of Rs. 843. Besides this he drew during 1871-72 Rs. 766 *viz*, Rs 694 under the Head New Buildings, and Rs. 72 under the Head Repairs. He thus had altogether Rs. 1,609. After deducting from this sum the expenditure Rs. 1,375 *vide* column 5 there was left in his hands on 31st March 1872, a balance of Rs. 234.

School Buildings, Lucknow.

157. The schools are said to be "pretty well supplied with houses," 12 villages have kutcha pucka houses with flat roofs on the old plan, 14 schools have kutcha houses superior to those occupied by well to do agriculturists. Generally speaking, the houses do not seem to have suffered much during the last rainy season. The Mohánlalgunj school house however, built some years ago, fell down. It has not been rebuilt, for the aided school at Mohánlalgunj may not perhaps continue.

Bára Banki.

158. The Deputy Inspector Bára Banki reports :—

"There are now 25 regular school buildings in this district, one of "which has been built by Rájah Tajammul Husain Khan, of Bhatwamow "at his own cost, and another at Ghazipur, a tiled Bungalow, was built "by the Manager of the Haroha estate, by the orders of the Deputy "Commissioner, at the expense of the estate. Of the remaining 23 houses, "8 were built under the direction of the District authorities, and one by "the Deputy Inspector Lucknow, 14 were constructed under my own "supervision. Out of these 23 houses, 15 were seriously damaged during "the last heavy rains. Three have been repaired on the old plan, and 6 "reconstructed on the new plan. Of these 6 buildings, 3 have been com-"pleted and the other 3 are in progress, six remain yet to be repaired. "I am pushing on the work as fast as I can, and hope to finish them "before the commencement of the rains. It will not be out of place to

" mention here, that out of the 15 houses damaged during the rains, only " 7 were built by me, and 8 were constructed under the agency of the " Tahsíldárs. No new building, save one, for the Nawabganj Female " School, has been commenced, but the houses now reconstructed or re- " paired, will last for years without any further trouble or extensive repairs, " because those which are now reconstructed are built with sloping tiled " roofs, and to the others, which are not rebuilt on the new plan for the " sake of economy, a projecting eave to protect the kutcha brick work " from the rains, and to prevent water going through the arches has been " added. Those that were last year rebuilt on the new plan, and also those " to which projecting tiled eaves were added, stood admirably well during " the last unusual and heavy rains, and required no repairs this year " save whitewashing and those petty repairs, which are, as a rule, required " after the rains to all houses however strongly they may be built.

" I have stated above that no regular school building has either been " built or commenced during the year, but for the places where the want " of a house was most pressing, temporary sheds costing Rs. 20 each " were provided. These sheds will last for more than 3 years."

One of the houses, that at Tikaitganj, which had suffered most severely and had to be re-constructed, I examined. I found that the house was not built according to specification, and bricks had been laid in brick-dust and mud instead of lime. The house was built by contract some years ago. All contract work has been strictly forbidden. I saw some of the buildings erected according to the new plan, and was pleased with their neat and clean appearance. They had not suffered, so far as I could see, at all from the rains.

159. The Deputy Inspector makes no special mention of the state of the village school houses. He would have them repaired and built through the Lambardárs, and by the Local Surveyor. This is how school houses are built in the Central Provinces. But there the Deputy Commissioners, and Tahsíldárs are as responsible for schools as as they are for any other of their multifarious duties. The Deputy Inspector of schools is especially attached to the Deputy Commissioner, to assist him in his educational duties. This plan would not answer in Oudh, where not merely the inspection of schools, but their administration, is entrusted to a separate department. Hardui.

160. Here the Deputy Inspector reports that almost all the village school houses have been repaired and are in good order. Unáo.

161. The Deputy Inspector reports that most of the village schools are lodged in suitable houses, 61 out of 107 schools assemble in borrowed houses, which have, most of them, been lent without rent. Thakur Bhawánidín Singh, Talukdár of Nilgaon, " has given a good house," for the school. Repairs are going on rapidly, and will be finished before the rains. Sítapúr.

162. Only temporary sheds have as yet been provided for village schools in this district. Kheri.

Faizabad.

163. The Deputy Inspector reports that 17 regular buildings existed in this district, of which 16 were built before March 1871. Only one, that at Deogaon, was built during the year under review.

During the last rains four are said to have fallen, at Bárámádpúr, Iltifátganj, Goshainganj, and Bhadarsa. Three of these four were built by district officers. The last was built by the Deputy Inspector, who says its destruction was entirely due to the badness of the site, the Zemindárs of Bhadarsa, refusing any better piece of ground. The house was near a tank. The tank overflowed during the last heavy rains. The school house was three feet deep in water and the walls were undermined. The Iltifátganj building has been rebuilt, and Goshainganj is in progress. No school house is required at Bárámádpúr, the school having been removed to another village about three miles off. The materials of the Bárámádpúr house will be used in repairing other houses.

Besides the regular school building at Deogaon, several tiled buildings have been constructed and repaired during the year.

Rai Bareli.

164. Four of the school buildings are reported to have suffered severely in the rains. They are under repair.

The Deputy Inspector reports that excepting two houses at Dikhouli and Bakhrouli built by the District Surveyor, all are in good order. None save the four mentioned suffered serious damage from the last heavy rains.

The repair and construction of 17 buildings were sanctioned. One regular building and six temporary houses have been finished. Also three houses have been re-roofed. The construction and repairs of the rest are in progress. The continual heavy falls of rain at the end of December, in January and February much delayed all building work both here and in other districts.

Pratábgarh.

165. The Deputy Inspector has an aptitude for building. The buildings originally constructed were all flat roofed. But flat roofed buildings are not at all suited for the Pratábgarh district. In May 1870, there were 25 regular school buildings. Of these nine have since been re-built. Others have been repaired or the repairs are in progress, (*see* statement.) The Deputy Inspector remarks, that the ordinary annual repairs required by a tiled house are much less expensive than the annual repairs necessary in a flat roofed building.

Gonda.

166. In this district school accommodation is much required. Seven school houses were sanctioned, but only two of the seven were at the end of March almost finished. The rains hindered the progress of the buildings and the Deputy Inspectors both here and at Rái Barelí are new to their work, and find some difficulty in school house building.

Bharaich.

167. The Deputy Inspector makes no remarks on the state or progress of the school buildings in this zil'a Three regular school buildings were sanctioned and of them one will be finished, that at Jarwal, during the rains.

How village schools are accommodated.

168. The fo'lowing statement shows how our village schools are at present accommodated.

| District. | Number of village schools for which houses | | | | Remarks. |
|---|---|---|---|---|---|
| | Are lent or given rent free. | Are lent on rent. | Have been erected. | Total. | |
| Lucknow, .. | 19 | 2 | 31 | 52 (*a*) | (*a*). 38 Main and fourteen branch schools. |
| Bára Banki, ... | 45 | 13 | 32 | 90 | |
| Unáo, ... | 10 | 12 | 40 | 62 | |
| Sítápur, ... | 61 | 5 | 41 | 107 (*b*) | (*b*.) 74 Main and thirty-three branch schools. |
| Hardui, ... | 47 | 8 | 28 | 83 | |
| Kherí, .. | 40 | 1 | 10 | 51 | |
| Faizabad, ... | 31 | 7 | 43 | 81 (*c*) | (*c*) 68 Main and thirteen branch schools. |
| Gonda, .. | 35 | ... | ... | 35 | |
| Bharaich, ... | 24 | 1 | 34 | 59 (*d*) | (*d*.) 46 Main and thirteen branch schools. |
| Rái Barelí, ... | 26 | 15 | 29 | 70 | |
| Sultánpur, ... | 37 | 2 | 30 | 69 | |
| Pratábgarh, ... | 18 | ... | 43 | 61 | |
| Total, ... | 393 | 66 | 361 | 820 (*e*) | (*e*.) 747 Main and 73 branch schools |

169. Every district save Kheri has a library to which the village and town vernacular school-masters have access. Libraries for vernacular school-masters.

The village teachers' library at Kheri will be opened shortly. At Gonda the library is of course small, as its formation only commenced recently. At present there are only thirty-three books.

I have seen all the libraries save that at Hardui during the year, and all are catalogued and in good order.

The statement on opposite page shows the condition of each library.

170. In this district the library is reported to be very useful. It contains 566 books, but only 164 were circulated this year. Last year 318 were taken out. The decrease, the Deputy Inspector thinks, is owing to the new postal arrangements. Nothing can be sent without payment. The explanation cannot be accepted, chaprasis take to each master his monthly pay, and they might well take one or two library books, if a good stout leather bag were provided to keep the books from the wet. Many of the masters, it is believed, come into Lucknow from the neighbouring villages for their pay. The balance in hand and the receipts during the year amounted to Rs. 131-3-3, Rs. 82-14-9 were spent in the purchase and binding of new books. Thus there was a balance of Rs. 48-4-6 at the close of the year. Lucknow.

The library at Malihabad has received an increase of 44 books, and 155 books were lent out during the year.

171. There are 524 volumes in the library, 198 having been added during the year. This library is very little used, only 45 books have been taken out during the year. The books generally withdrawn are Dictionaries, Romances and Historical Works. The Deputy Inspector thinks that the Mohurrir frequently, from press of business, neglects to send out books when teachers apply for them. He suggests that a librarian should be appointed. This might perhaps be done from the Sítapúr.

| District. | Number and value of books at close of 1870-71. | | Grants received during 1871-72. | | | Number and value of books added to the library during 1871-72. | | Total Number and value of books at the close of 1871-72. | | Number of of Books Circulated. | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | No. | Value. | Government grants. | Contributions from teachers. | Total. | No. | Value. | No. | Value. | | |
| | | Rs. A. P. | Rs. A. P. | Rs. A. P. | Rs. A. P. | | Rs. A. P. | | Rs. A. P. | | |
| Lucknow, ... | 445 | 250 0 0 | 50 0 0 | 38 4 0 | 88 4 0 | 121 | 72 5 6 | 566 | 322 5 6 | 164 | |
| Bára Banki, ... | 200 | 178 0 0 | 50 0 0 | 78 0 0 | 128 0 0 | *a*204 | 103 0 9 | 404 | 281 0 9 | 270 | *a* 127 were purchased, and 77 were received gratis from the offices of Director Public Instruction and the Inspector W. C. |
| Unáo, ... | 14 | 10 9 6 | 50 0 0 | ... | 50 0 0 | *b*139 | 160 13 0 | 153 | 171 6 6 | 136 | *b* 30 Books were received from the Director's office. |
| Sítápur, ... | 326 | 123 15 6 | 50 0 0 | *c*186 11 6 | 236 11 6 | 198 | 229 2 6 | 524 | 353 2 0 | 45 | *c* Includes a balance in hand on 31st March 1871, of Rs. 93-11-6. |
| Hardui, ... | 277 | 124 3 0 | 50 0 0 | *d*208 13 0 | 258 13 0 | 301 | 227 11 9 | 578 | 351 14 9 | 218 | *d* Includes Rs. 82-13-0 being balance in hand on 31st March 1871. |
| Kheri, ... | ... | .. | ... | ... | ... | ... | ... | ... | ... | ... | No library opened. |
| Faizabad, ... | 64 | 46 7 0 | ... | *e*96 1 6 | 96 1 6 | 43 | *f*40 14 9 | 107 | 87 5 9 | 52 | *e* This is balance in hand at the close of 1870-71. *f* Includes Rs. 6-1-0 on account of binding of books. |
| Gonda, ... | ... | ... | ... | ... | ... | 32 | 25 1 6 | 32 | 25 1 6 | ... | |
| Bharaich, ... | 60 | 20 0 0 | 50 0 0 | 50 0 0 | 100 0 0 | 139 | 74 1 9 | 199 | 94 1 9 | 125 | |
| Rái Barelí, ... | 143 | 82 2 3 | 50 0 0 | *g*118 7 6 | 168 7 6 | *h*135 | 161 1 3 | 278 | 243 3 6 | 67 | *g* Includes Rs. 57-7-6, balance on 31st March 1871. *h* Includes 21 copies received from the Director's office. |
| Sultánpur, ... | 93 | 126 0 6 | ... | 58 0 0 | 58 0 0 | 26 | 16 7 6 | 119 | 142 8 0 | 119 | |
| Pratábgarh, ... | 70 | 86 8 0 | 50 0 0 | 77 8 0 | 127 8 0 | 146 | 126 5 9 | 216 | 212 13 9 | 286 | |
| Total, ... | 1692 | 1047 13 9 | 400 0 0 | 911 13 6 | 1311 13 6 | 1484 | 1237 2 0 | 3176 | 2284 15 9 | 1482 | |

funds of the library. The balance and receipts during the year amounted to Rs. 236-11-6. The whole was spent.

172. This library contains very few books, only in fact 153 volumes. The receipts including the balance at the end of March 1871, amounted to Rs. 233-5-0, Rs. 192 were expended during the year, leaving a balance of Rs. 41-5-0. 136 books were lent out during the year. Unáo.

173. This library contains 578 volumes, last year there were but 277, thus 301 new books have been added. The income during the year including previous balance was Rs. 258-5-9. 218 volumes were taken out. Hardui.

Amongst the Urdu and Persian books, historical works were more frequently read. The Deputy Inspector does not classify the Hindí and Sanscrit books lent. But 106 were taken out for perusal. The number of persons using the library was 161 of whom 156 were officials.

174. The library contains 404 volumes, 204 having been added during the year, 270 volumes were lent out for perusal. The receipts amounted to Rs. 128 and the expenditure to Rs. 131-0-9, the excess of expenditure being debited to the balance in hand at the close of the last financial year. Bára Banki.

175. The report is meagre, I saw the library, I do not think it in such good order as many of the libraries. But the books are catalogued. They were not properly arranged when I saw them. Faizabad.

The library contains 107 volumes, but only 52 were circulated during the year.

176. In this zil'a the library is fairly managed. It contains 216 volumes. They have been well perused, for 286 books were in circulation during the year. Pratábgarh

177. Here the library is poor, and but little used. It contains only 119 books, of which 50 were taken out during the year. A private gentleman (a pleader) and one of the Tahsíldars have both expressed a desire to become subscribers to the library. There can be no objection to this provided it be remembered that the primary object of the library is the instruction of village teachers. Sultánpur.

178. The Deputy Inspector merely says that 139 books were added to the library during the year under review, and that 125 books were circulated amongst the official and non-official subscribers. He adds "the village school masters are really deriving great benefit from the library." Bharaich.

179. The library contains 278 books, and 67 were lent out during the year, 135 of the total number of books were purchased during the year under review. Rái Barelí.

## SECTION IV D.—GOVERNMENT SCHOOLS OF THE LOWER CLASS FOR GIRLS.

The statistics of girls' schools.

180. A curriculum for all girls' schools has been prescribed. It is appended to this report. It will be sent to each girls' school, and all the girls will be classified according to one uniform scheme. It will be thus possible to see what progress the girls make. Last year I mentioned that very many of the girls' schools refused to allow of my inspection. Now there is not a single school in Oudh, that does not admit of my inspection, proper pardah arrangements being made. As I am often accompanied by a lady, the pardah arrangements are not embarrassing, though they make an inspection, and examination of a girls' school, a very tedious business. It would be useless to give the present classification of girls' schools, as they are not yet all classified after one plan. The attainments of the pupils must therefore be gleaned from my report. The usual comparative statement is as follows :—

| | Schools. | | Pupils | | Average daily attendance. | | Total cost of educating each pupil. | | Remarks. |
|---|---|---|---|---|---|---|---|---|---|
| | 1870-71. | 1871-72. | 1870-71. | 1871-72. | 1870-71. | 1871-72. | 1870-71. | 1871-72. | |
| | | | | | | | Rs. As. P. | Rs. As. P. | |
| Lucknow, ... | 29 | *a 33 | 482 | 623 | 393 | 443 | 6 7 2 | 6 14 3 | * a. Includes four schools closed during the year. |
| Bára banki, | 5 | 5 | 84 | 90 | 73 | 73 | 4 13 1 | 6 0 0 | |
| Unáo, ... | 1 | 2 | 19 | 42 | 17 | 32 | 3 7 2 | 2 2 8 | |
| Sítápúr, ... | 5 | *b 5 | 110 | 114 | 105 | 105 | 3 4 7 | 3 10 1 | *b. Includes one school closed during the year. |
| Hardui, ... | 14 | *c 22 | 315 | 515 | 212 | 262 | 3 14 6 | 4 9 4 | *c. Includes one school closed during the year. |
| Kheri, ... | 1 | 7 | 17 | 184 | 11 | 139 | 4 12 0 | 0 14 7 | |
| Faizabad, ... | 4 | 4 | 174 | 161 | 120 | 124 | 7 12 8 | 7 1 7 | |
| Bharaich, ... | 2 | *d 2 | 24 | 28 | 20 | 18 | 7 2 9 | 5 4 5 | *d. Includes one school closed during the year. |
| Sultánpur,... | 7 | 6 | 120 | 117 | 92 | 79 | 3 6 11 | 4 3 10 | |
| Pratábgarh, | 1 | 1 | 15 | 19 | 13 | 14 | 1 10 4 | 3 8 11 | |
| Rái Barelí, | ... | 1 | ... | 15 | ... | 18 | ... ... ... | 2 8 5 | |
| Total,... | 69 | *e 88 | 1,369 | 1,908 | 1,056 | 1,307 | 5 4 10 | 5 3 3 | *e. Includes 7 schools closed during the year. |

There are thus 81 Government girls' schools for primary education, containing 1,908 pupils, of whom 1,072 are Mahomedans. The statement shews 88 schools, but seven are retained merely that the cost of the schools may be ascertained. They were closed before the end of March, the pupils of these seven schools do not appear in the total number enrolled at the close of the year. There are also four Normal classes containing 36 pupils attached to these schools. These Normal classes will be considered when we report on training institutions. The pupils at girls' schools have increased by 539. The average attendance has increased from 1,056, to 1,307. The cost of educating each pupil has fallen slightly. The pupils are very irregular and stay for a very short time under instruction. The average number of pupils enrolled is but 1,649, yet 747 pupils left during the year. It is thus probable that there are not more than 902 pupils who have received instruc-

tion for more than a year. There were 1,395 admissions, and it is possible that some of the girls admitted left within the year.

181. In this district there are three divisions of schools for girls, namely, those immediately managed by Mrs. Masih and situated in the city of Lucknow, those under the Deputy Inspector in the Mofussil, and five schools managed by Moulaví Mahomed Ibráhim the Head Master of Malihábád. Lucknow.

The condition of these schools may be thus shewn :—

| | Schools. | | Pupils. | | Average attendance. | | Remarks. |
|---|---|---|---|---|---|---|---|
| | 1870-71. | 1871-72. | 1870-71. | 1871-72. | 1870-71. | 1871-72. | |
| Schools under Mrs. Masih. | 11 | 11 | 151 | 210 | 142 | 157 | The number of schools shewn here does not agree with the number shewn in Table IIIA. in the Appendix. In that table in order to ascertain the average cost of educating each pupil, four schools closed in 1871-72, have been entered. Here they are omitted as they did not exist on the 31st March 1872. |
| Do. under the Deputy Inspector. | 12 | 13 | 212 | 237 | 159 | 181 | |
| Do. under the Head Master, Malihábád. | 5 | 5 | 109 | 176 | 92 | 105 | |
| Total, ... | 28 | 29 | 472 | 623 | 293 | 443 | |

The least satisfactory of all the schools are those in the city of Lucknow under Mrs. Masih, the Deputy Inspectress. The average attendance at none of these schools exceeds 18, and at Goláganj it is only 10. The average cost of educating each pupil is Rs. 11-8-5 : of the 11 schools six have dúlis. Their maintenance, and the poor attendance, make the cost for the education of each pupil very high. The fluctuation of pupils is so great that improvement is very difficult. Thus in 11 schools containing an average number of 205 pupils, no less than 157 girls left school during the year. Or there are perhaps only about 48 girls who have attended school for more than a year. The habits of the people cause this immense fluctuation. Girls marry, none of the Mahomedan girls attend school after marriage. The Hindú married girls live sometimes with their parents when they attend school, and at other times in their father-in-law's house, when they cease to attend. Efforts have been made to interest the people in these schools by appointing Committees of management. I was first told that any scheme of the kind was impracticable. But now the Deputy Inspectress informs me that Committees of management have been formed for four of the 11 schools.

I do not give the classification of the pupils as such classification without uniformity in the curriculum would be of no value. After the close of the year a simple curriculum was prescribed for schools, and henceforth the classification will be a complete test of progress, and attempts will be made to make the cost of the school bear some proportion to the results achieved.

Of the 215 pupils at Mrs. Masih's schools, 157 are Mahomedans and 58 are Hindús.

Eighteen girls can read any easy book and write from dictation, eight pupils can work sums in the first four simple rules, and four to simple multiplication only. Eight students have a general acquaintance with the Geography of the World and know the parts of speech. Twelve girls can read but cannot write. Forty-four pupils can sew and embroider. Their work is often very tasteful and sells well. They make caps, handkerchiefs and work with gold and silver thread. This work the natives call Kámdání. The embroidery of the girls sent to the International Exhibition, I see from the report sent to me by Dr. Forbes Watson, was much admired. The reporter indeed suggested, that the handkerchiefs embroidered with the name and titles of Her Majesty by Mussalmání girls in Oudh, "be submitted for the Queen's acceptance." The best embroidery, however, is not done in the Lucknow City Schools, but in the district schools at Amethí and Malihábád.

Lucknow district schools managed by the Deputy Inspector.

182. There are now 13 girls' schools under the Deputy Inspector. During the year I have only seen three of these 13 schools. One that was inspected by me is at Kakori, another at Mandiaon, and a third at Mow. The School at Kakori was opened in August 1870. My visit was paid in November 1871 after it had been in operation for 15 months. There were only 14 girls present, the whole of them daughters of tradesmen and servants. Of the 14 girls only one could read and write from dictation, two others knew the alphabet and could write any letter from memory. The rest had not even mastered the alphabet. The Mandiaon school I visited in December. Here I found only 11 pupils and not one could read or write. So at Mow there were but 11 pupils of whom 3 could write easy words and read. The Inspector reports on the Amethi girls' school. There four girls can read and write. Briefly of 237 pupils in the 13 girls' schools under the Deputy Inspector, there are nine who can read any book and write from dictation, forty who can read the 2nd book in Urdu or Hindi, and write words or copy sentences, whilst the remainder are not advanced beyond the alphabet.

The Malihabad girls' schools managed by Maulavi Mahomed Ibrahim.

183. Here are 5 schools containing 176 pupils, irrespective of two classes for the instruction and training of adults as school Mistresses. Including these adult training classes there are 202 pupils, and there is an average attendance of 126. Last year the number enrolled was but 109, and the average attendance was 92 only. All of the schools I have inspected and examined, four of them twice, namely in November and again after the close of the year in April.

The Mirzaganj girls' school is the main school. It contained at the end of the year 72 pupils, the average number enrolled was 60, and the average daily attendance was 42, the average age of the pupils is 8 years. All of them are Mahomedans. These pupils, and a Normal Class under training for School Mistresses, are taught by a School Mistress on 12 Rs.

a month and two assistant Mistresses on 6 and 5 Rs. All the Mahomedan gentlemen in Malíhabad send their daughters to these schools. They are influenced by the T'alukdár Mahomed Ahmed Khan Sahib, who sends his own little daughters, and one of whose lady relatives lends the school house at a nominal rent of 4 Rs. a month.

Although the new curriculum was not introduced until after the close of the year, yet the classification of the pupils, in all these schools, and the mention of the books they read, and the studies they pursue will be instructive, and shew what progress the pupils have made.

I include the adult Mistresses under training, 16 in number, in this classification. Only three of the adult women under training are in the 1st class.—

| Classes, ... ... | 1, | 2, | 3, | 4, | 5. | Total. |
|---|---|---|---|---|---|---|
| No. enrolled,... | 21, | 16, | 38, | 57, | 70, | ——202 |

The first class pupils can read any book.

They have finished a novel called the Bride's Mirror, and two books written especially for girls, both moral poetico-prose compositions. They also read the 1st Urdú poetical reader, and some girls have commenced the study of Persian. They write beautifully, and practise all kinds of ornamental writing.

They have copy books. Each copy is dated as it is written. They sew and embroider excellently. They are backward in Arithmetic, not being advanced beyond the first four rules.

The handkerchiefs embroidered with the name of Her Majesty and with lines of gold thread or lace in her praise, were done by Nazír Begum, Múnír-un-Nisán and Fatima Begum of the Mirzaganj Central School.

The 2nd class can read any book, and have read half of the Novel called the Bride's Mirror. They write easy sentences from dictation and sew and embroider well. In Arithmetic they are only advanced as far as Subtraction. This class also keep copy books.

The 3rd class read the Urdú 2nd book and the Urdú Letter Writer. They copy sentences and keep copy books. They learn the multipication table and numeration and notation. They make cotton lace nets used as bodices, and sew and embroider.

The 4th class girls read the Primer and copy the lesson read on their slates. These girls also make cotton lace nets.

The 5th class girls are still studying the Alphabet and are in various stages of progress. It will be seen that the girls have not yet read any Geography or History.

I mentioned last year that Maulavi Mahomed Ibrahim had to withstand considerable opposition.

Since the close of the year after my last inspection, I thought it better to concentrate our efforts, and as one of the girls' schools and the Hindu Normal class were making and had made little or no progress, they were closed. To the Hindu students, principally widows, none of whom were able to read, I gave the option of joining the Piháni Normal class. As Malihabad is inhabited principally by Mahomedans, it is perhaps at least in that town, better that we should concentrate our efforts on the education of Mahomedan girls.

At my last inspection of the main girls' school of 78 enrolled, 63 were present. Eight of these 78 were in the first class and all read excellently, four of them being little girls, dispensed with the purdah. In writing from dictation one little girl named Ladho made no mistake at all, and all the girls passed, none making more than 3 mistakes in 5 lines of print. As 4 girls wrote outside the pardah they at least did not copy, and I believe that none of the girls within the purdah copied. They knew thoroughly well they were under examination, and that their prizes depended on the results. So no girl was induced to let another copy and thus to relinquish her prize. In the second class nine were present. All read well, but their writing from dictation was not of course so good as that of the pupils in the 1st class. The 3rd class girls, 8 in number, all passed in the 2nd book, and in copying easy sentences. In the 4th class were 19 girls still at the primer, and the last class consisting of 28 girls of whom 19 were present, were all of recent admission.

My inspection showed me that the school was a reality, and that real progress had been made. Of the 3 teachers sanctioned for this school two were educated at Malihabad. Besides the three mistresses who teach reading, writing and arithmetic, a special sewing mistress is allowed, and there are two female attendants. Some attention has been paid to the provision of suitable furniture. The girls do not now sit on the bare ground. The floor is covered with tât, and pardahs of the same material have been given. There is also a chair and table, rather useful perhaps for examiners than for the school-mistress. But she may use them if she choose. The other girls' schools at Kawalhar and Sadarpur are of course not equal to the main school, but they are doing good work, in spite of the very poor accommodation that I have been able to hire. At the Sadarpur school the girls who attend are the children of weavers. It is taught by two mistresses, one Hajira on 5 Rs, and the 2nd a monitress named Fatima, on 2 Rs.

Mahomed Ibrahim mentions in his report the names of those who assist him in the conduct of these girls' schools. They are Mahomed Ahmad Khan Sahib Talukdár, Munshi Aziz-ud-din Ahmad, Extra Assistant Commissioner, Chaudri Hashmat Alí, Talukdár, Sandila.

Hardui Female Schools

184. The schools have increased from 14 to 21, and the pupils from 315 to 515. The average attendance is not good being only 262 of the number enrolled. The fee collections have risen from 11 to 14 Rs. The sum is small, but it shews that the people are not altogether

opposed to girls' schools. Since April I have been obliged to close two of the schools partly from financial reasons, and partly because the schools were not making good progress. Sixteen of the 21 schools are for Hindus, and five for Mahomedan children. Four of the 5 Mahomedan schools are in the town of Sandila.

The Mahomedan girls' schools can only be examined from behind a pardah. But at the Hardui girls' schools the pardah system is not in vogue. I have not seen these schools during the year. They have been visited by the Inspector who reports favourably

The Mahomedan girls' schools, Hardui.

185. One of the five schools is at Sháhpur. It was opened in August last, 21 girls' are enrolled and the average attendance is 12. Four of the pupils are now in the 2nd Urdu reader, can write short sentences from dictation, and know the multiplication table. Twelve pupils have finished the primer, can write words, and know the multiplication table to five. The remaining girls are still at the alphabet.

The Mahomedan schools in Sandila.

186. Maulavi Mahomed Ibráhim obtained my permission to open two schools for girls, one at Sandila and the other at Unáo, and local Committees were formed for their management. The Sandila Committee shortly afterwards applied for the establishment of three additional girls' schools, and begged that all four schools might be placed under the care of the Head master, Mr. Munna Lal, of the Anglo-Vernacular School. Their request received my assent, and the schools were removed from the inspection of Maulavi Mahomed Ibráhim, whose duties at Malihabad should engross all his time. . Merely a commencement has been made at Sandila. The five schools, four being for Mahomedans and one for Hindus now contain 127 pupils, and have an average attendance of only 64, which is wretchedly poor, half the pupils being constantly absent. There are five other schools which the Deputy Inspector thinks worthy of special mention, and I give his report, so that some idea may be formed of the real state of the schools. The absence of any regular curriculum makes it impossible to arrive at a correct idea of any of the schools except from examination. Neither the Inspector nor the Deputy Inspector masses the results of their examination.

Kurari girls' school.

187. This is said to be the best of the Hindu girls' schools. It was visited by the Deputy Inspector in March 1872, when 21 of the 26 girls enrolled were present. Two were adults. Six could read the elements of natural science and write fluently from dictation. They also worked a sum in simple subtraction, and could point out the situation of towns, rivers, and mountains on the map of India. Six others could read and write any short sentences of moderate difficulty, and repeat the multiplication table to 10. The remaining 11 girls present were at the alphabet.

Bábarpúr girls' school.

188. This school was opened in October last. When visited by the Deputy Inspector in March, he found 40 present out of 41 enrolled. 12 wrote a passage from dictation correctly and repeated the multiplication table to 5·10 passed in reading and writing easy words, and eight in writing the alphabet.

The Pihani school No. I.

189. This school has not improved. Some of the most advanced pupils were married, and left to live with their husbands. Of the 37 enrolled, eight read a rather difficult book (the life of Rájah Bhoj,) three read the elements of natural science, four read the Hindí 2nd book, and five the primer. The Deputy Inspector does not mention the attainments of the pupils in writing and arithmetic.

The Raignon and Sakra schools.

190. At the former school when inspected, 16 girls were present out of 20 enrolled. Four could read the history of Rájah Bhoj, and two could well explain the Sanskrit Slokas that the book contains. All four passed in writing from dictation and in the multiplication table to 12. Of the remaining 12, five could read the Urdú 2nd book, and the rest were learning the alphabet. So at Sakra six out of twenty can read and write well, know something of the Geography of India, and can add and subtract. Three can write and read simple words at sight, and the remaining 11 are learning the alphabet.

I hope the above details will give some idea of the attainments of girls in the Hardui Schools. I could have wished in the absence of any uniform curriculum, that the Inspector had examined the pupils under different standards, and classified those who passed. The introduction of the new curriculum will render it possible at a glance to tell the attainments of the pupils at girls' schools.

Unáo.

191. Here are two schools for girls, one taught by a Mistress, and the second by a Maulaví. The schools contain 42 girls, all Mahomedans, and the average attendance is 32. Both were opened during the past year. I visited in February the school taught by Abbási Begam, and found 16 girls present. All were purdah-nishin, none could read. I ordered a report to be made in June. If the girls make no progress the school will be closed. I also visited Kásim Alí's school. It had only been opened a few weeks previously. There were eighteen present. Six girls had mastered the alphabet, and one could read and write easy words. The Deputy Inspector reports that the pupils can now read the "Bride's Mirror." If so I hardly think they can have received all their education at this school. To learn the alphabet and to read a book of this kind in two months, would be astonishing.

Bára Banki.

192. In this district are five schools, all of more than one year's standing. The pupils have increased from 84 to 90. But the average attendance has not increased and still remains only 73. All the schools meet in hired houses save one, at Tikra Usman. The accommodation of all is most wretched. A girls' schoolhouse is being built for the school at Nawabganj. It is taught by a trained Mistress. But the pupils are excessively ignorant. In December last, when I visited the school, only three were able to read the 2nd book. Their embroidery was good. There was then another girls' school at Bará Banki, taught by an old Maulaví. But that school I ordered to be closed. I found 14 scholars, not one of whom could read. Although the school was of seven months' standing, not

one of the pupils had attended for more than a month! it was a mere sham, maintained by a Maulaví who collected pupils at random, and ought either to have been improved or closed weeks before I saw it.

The Kúrsí school I saw in November. The roof of the house lent for the school, had fallen in the rains. As the owner was too poor to rebuild it, I sanctioned a small monthly rent of Rs. 2, and made an advance of six months rent to enable him to rebuild the place.

There are 21 Mahomedans at this school. When I visited the school only 12 were present, the others being ill. Four of the 12 read and write excellently, and their needle work is exceedingly good. One other girl reads and writes fairly, and the rest have not advanced beyond the Urdú letter writer. The remaining schools call for no remarks.

Were the Deputy Inspector to exert himself, I think that in the Bará Banki district really good girls' schools might be established.

193. In this district there are four schools with 114 pupils, 112 of whom are Hindus. All the schools are in Misrikh, and are superintended by the Head Master. The Committee also take an interest in these schools and report upon them fully. Sitápúr.

Neither the Inspector nor the Deputy Inspector in their reports give any facts illustrating the attainments of the pupils, though their classification is returned. But as the classification is not in accordance with the new curriculum, or indeed with any uniform curriculum, it throws no light upon the attainments of the pupils. Next year there will be definite information. I was sorry not to be able to visit Misrikh during the year under report.

194. Here are seven schools and 184 pupils. The average attendance is 139. The average cost of educating each pupil is less than one rupee. But then only one school is of one years' standing, and three schools were established between January and March. The Muhammadí school, which is the only old established school, is reported not to be doing well. If this school established at so populous a place in 1868, be suffered to collapse, it will be highly discreditable. Immediate steps will be taken to put the school on a sound footing. Kheri.

195. Here are four schools. The pupils have decreased from 174 to 161, but the average attendance has risen from 120 to 124. The average cost per pupil is still great, but has slightly diminished. Two of the schools are in Faizabad itself, one is in Tánda, and the fourth is at Akbarpúr. The Tánda school is very wretched and neglected. I found it in March without proper registers of attendance, with nothing on which the girls might sit save the ground, and with no proper school accommodation. I found all the pupils to be the daughters of weavers save seven, and these seven were of the lowest castes, barbers and sweepers. Three were daughters of policemen. I directed the Deputy Inspector to attempt to form a committee of management, and promised that if 20 girls could be collected and induced to attend regularly, I would build a cheap Faizabad.

school house. When I saw the school, it had been opened for 7 months and had done no good. The Akbarpúr school I have not seen.

Both the schools at Faizabad I was allowed to visit. I was accompanied by two ladies.

The Angúri Bagh school.

The first school I visited was that of the Angúri Bagh. It is taught by a Mistress named Bismillah Begum, who is paid 9 Rs. a month. There are 74 enrolled, of whom 10 are Hindús, and the rest Mahomedans, and the average attendance during the past year was 59.

When I visited the school there were 43 present, of whom no less than 22 were adults. Of these 22 adults I found eight who could read the "Bride's Mirror," but only four wrote fairly well from dictation. Four other adults could read the Urdú letter writer, and write easy words from dictation. Four could read the Urdu 2nd book, and could write easy words indifferently. The children did not seem to know much more than the alphabet. Had I not been accompanied by a lady, I should not have known that any of the pupils were adults. The Manager, Mr. Keshab Deb Sandyal says, that the 10 Hindú ladies are of respectable Khatri families, and their "male guardians" understand English, and are in different Civil Offices.

Some of the Mahomedan ladies are said to be connected with "the late Royal Family of Faizabad," but the majority are the daughters of shopkeepers, servants and traders. From the classification given by the manager, it would appear that 13 read and write well, 20 read fairly and write easy words, 17 read the 2nd Urdu book, and that the rest have not advanced beyond the primer. A Nagri class has recently been opened and 24 girls have joined it.

The Khúrd Mahal school.

The 2nd school at Faizabad is called the Khúrd Mahal School. It has 44 pupils, all of whom are Mahomedans. The girls are the daughters of servants, pensioners, professional men and shop keepers.

When I visited the school in December, there were 40 present out of 50 enrolled. The 10 present in the highest class were all adults. Five read well, two indifferently and two failed. Only one woman, the daughter of the mistress, Sughra Khanam, could write easy words from dictation. The other pupils had not advanced beyond the alphabet. At the end of the year according to the classification of the manager, 10 of the pupils could read the "Bride's Mirror" and write from dictation, 12 could read the 2nd book and at least copy sentences, and 22 were learning the alphabet or reading the primer. The manager thinks that the visit of two English ladies infused new life and energy into the pupils and mistresses, and he is very anxious to have these schools placed under the superintendence of a committee of ladies. I think this might be done.

Sultánpúr.

196. In this zil'a are six schools for girls, and 117 pupils. The average attendance is only 79. The cost of educating each pupil is about 4¼ Rupees. Four of the schools are under the management of the

Head Master of the High School, and are in Sultánpur and its suburbs. All the teachers are males.

I visited three of the schools. The school in the Sultánpur bazar, I found taught by Amír Khán, a man only 32 years of age, and much too young for his post. The school seems generally to meet in his house, a low dark place. I found the girls seated in the verandah of a bania's house, and this place I arranged should be rented until proper accommodation could be secured.

Of 26 enrolled, 16 were present, of whom 12 could read the 2nd Urdú book. The scholars read by rote, and none of them could write a word. The other four pupils were learning the alphabet. This school seems to have been established in 1867, and is in a neglected state. The Piarí Pattí school taught by Imam Shah I found in better order. It meets in the house of Maulaví Bahadar Ali of the main school, whose little daughter can read fluently any easy book and can write well from dictation. Besides this little girl, I found two or three others who could read and write easy words from dictation.

At the Tiari school taught by Zahur Ali, I found 18 little girls assembled, but only three girls could read at sight and write from dictation. All these schools seemed to me to require close supervision, suitable places of assembly, and proper furniture. If girls' schools are not well inspected, the masters or mistresses are apt to content themselves with drawing their pay, and are utterly indifferent as to the results they achieve.

Bharaich, Pratábgarh, Rai Bareli.

197. In Bharaich there is now one school with 28 pupils. Last year there were two schools with 24 pupils. When I visited the school in January, all the pupils were present, five passed in reading the Urdú 2nd book, and six passed in writing words from dictation. Four other girls passed, and five failed in the primer, and the remaining girls had not advanced beyond the alphabet. In Rái Barelí a Government school was opened by the Head Master of the High School experimentally. But no Committee for its management was appointed. It was taught by Imám Ali, all the pupils belonged to the lower classes. They were much too poor to be allowed by their parents to remain long enough at school to learn to read. After five months only six girls had learned the alphabet. During the short time the school was in existence, one-third of the girls' originally admitted had left. So I directed the school to be closed. The girls' school at Nawabgunj in the Pratábgarh district is reported to be in a satisfactory state. All the pupils, 19 in number are Mahomedans, between 5 and 10 years of age, the school costs only 5 Rs. a month. Three girls can read and write, and the Deputy Inspector says that he "is fully "satisfied that the Government money is not wasted."

Class of girls attending schools.

198. The class of girls attending Government Schools may be thus shewn :—

| | Pupils. |
|---|---|
| T'alukdárs, ... ... ... ... | 10 |
| Zamindárs, including Lambardárs, Pattidárs, Thekedárs &c., ... ... ... ... | 234 |
| Patwárís and Qanungœs, ... ... ... | 16 |
| Cultivators, ... ... ... ... | 434 |
| Government Servants, ... ... ... | 150 |
| Private Servants, ... ... ... ... | 189 |
| Professional men, such as Pandits, Maulavís, Hakims, Writers, &c., ... ... ... | 137 |
| Trading class, including Bankers, Merchants, Shopkeepers, &c., ... ... ... ... | 243 |
| Artizans and Manufacturers, as Smiths, Carpenters, Weavers, &c., ... ... ... | 281 |
| Others, ... ... ... ... ... | 214 |
| Total, ... | 1,908 |

The Jail schools.

199. I have been furnished with returns from the Sultánpur and Lucknow Jails concerning the schools maintained for the instruction of convicts.

The school for women at the Lucknow Jail was closed during the year under review. I visited the Lucknow Jail School in August last. At the boys' school there were 28 enrolled, of whom 18 were present on the day of inspection. The village school curriculum was in force. But 20 of the 28 enrolled were in the lowest class, and were unable to read. Only six of the eighteen boys present could read and write.

In the adult school 43 convicts were enrolled, 38 were present. Of these 38 men, two had been taught to read, write, and cipher since admission, and were sufficiently advanced to carry on any ordinary correspondence, and to make any ordinary calculations. Of the rest, 11 men could read any Hindí book, work sums to compound multiplication and write fairly, five had been taught to read Urdú, but not fluently, and three of them could write fairly, eight others could read the Hindí letter writer, write easy sentences, and work multiplication sums, and six had learned to read and write easy words at sight. On the whole, 13 could read and write well, 15 fairly, two worked sums in proportion, and 12 sums in compound multiplication. I thought the adult school improved since my previous inspection, but the boys were less advanced. When the adults entered the Jail, I was informed that none could read and write. At the close of the year namely, in March last, there were 64 adults and boys under instruction in the Lucknow Jail. In the Sultánpur Jail there were only two convicts under instruction. They were both boys of about 13 years of age.

## SECTION V.—Institutions for Special or Professional Education.

Government Normal Schools.

200. The following table exhibits the statistics of these training schools :—

| | | Number of Schools. | Number of Scholars. | Masters who completed their education during the year and obtained certificates. | Average number enrolled. | Average daily attendance. | Total cost to Government. | Total cost to Cess. | Total cost. | Cost per pupil. Total cost. | Cost per pupil. Cost to Govt. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | Rs. A. P. | Rs. A. P. |
| For Masters, | 1870-71, | 1 | 133 | 100 | 130 | 117 | 4,782 | 9,875*a* | 14,657 | 112 11 11 | 36 12 6 |
| | 1871-72, | 1 | 151 | 138 | 139 | 133 | 5,452 | 9,669*b* | 15,121 | 108 12 6 | 39 3 6 |
| For Mistresses, | 1870-71, | 1 | 8 | 8 | 10 | 9 | 1,218 | ... | 1,218 | 121 12 10 | 121 12 10 |
| | 1871-72, | 4* | 36 | 2 | 31 | 29 | 729 | 639 | 1,368 | 44 2 1 | 23 8 2 |
| Total ... | 1870-71, | 2 | 141 | 100 | 140 | 126 | 6,000 | 9,875*a* | 15,875 | 113 6 3 | 42 13 8 |
| | 1871-72, | 5 | 187 | 140† | 170 | 162 | 6,181 | 10,308*b* | 16,489 | 96 15 10 | 36 5 8 |

* The so called Normal Schools are merely classes for adults attached to girls' schools.

† These were fully certificated passed Masters or Mistresses. In addition 13 Pupil-teachers were also supplied.

(*a*.) Includes Rs. 56 from other sources. (*b*.) Includes Rs. 108 from other sources.

There has been no change in the staff of teachers, and the Senior class has been kept open throughout the year. The demand for teachers has been very great. One hundred and thirty-eight fully certified and passed men were sent out, and 13 pupil-teachers, making a total of 151 men. Fifty of the teachers so sent out were indigenous schoolmasters, who attended the Normal School for further instruction.

The districts to which the students were sent may be thus tabulated :—

| Eastern Circle. | | | | | | | Western Circle. | | | | | | | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Zil'a. | Senior. | | | Junior. | | | Zil'a. | Senior. | | | Junior. | | | |
| | Urdú. | Hindí. | Total. | Urdú. | Hindí. | Total. | | Urdú. | Hindí. | Total. | Urdú. | Hindí. | Total. | |
| Lucknow, ... | 4 | ... | 4 | 1 | ... | 1 | Faizabad, ... | ... | ... | ... | ... | 1 | 1 | |
| Hardui,... ... | 1 | ... | 1 | 3 | 5 | 8 | Sultánpur, ... | 3 | ... | 3 | 8 | 2 | 10 | |
| Sítápur, ... | ... | ... | ... | 7 | 1 | 8 | Pratábgarh, ... | 2 | ... | 2 | 1 | 6 | 7 | |
| Bára Banki, ... | 3 | ... | 3 | 4 | 2 | 6 | Rái Barelí, ... | 2 | ... | 2 | 8 | 2 | 10 | |
| Unáo, ... ... | 1 | ... | 1 | 6 | 2 | 8 | Bharaich, ... | 2 | ... | 2 | 19 | 8 | 27 | |
| Kheri, ... ... | ... | ... | ... | 8 | 15 | 23 | Gonda, ... ... | 1 | ... | 1 | 5 | 5 | 10 | |
| Total, ... | 9 | ... | 9 | 29 | 25 | 54 | Total, ... | 10 | ... | 10 | 41 | 24 | 65 | |

It will be seen that Kheri and Bharaich, were the only districts that took Hindí Pandits largely. I may add that every student at the Normal school is now obliged to know both Urdú and Hindí. That is, he must have a thorough knowledge of the one language and a competent acquaintance with the other. I have been astonished at the aptness of Mahomedans for Hindí. With this increased activity in the supply of teachers, and more particularly with the maintenance of the upper class throughout the year, the total cost could not but have increased. It was Rs. 15,121 to Rs. 14,657 of the previous year, or an increase of 3 per cent. This increase is very small, when it is remembered that the out-turn was one-third more than in the previous year. The out-turn of work was greater than in 1869-70, when the total expenditure was Rs. 19,412, and when the cost of each master sent out was Rs. 148. This year the cost of each master sent to duty has been Rs. 108 only. The cost per pupil is fallacious, that may merely mean a large number of pupils on the rolls, of whom a considerable number do not pass. In 1869-70 the average number enrolled was 197, and 131 men were sent out. In 1870-71 the average number enrolled was 130, and 100 men received appointments. In the year under review, the average number enrolled was 139 only, and 138 were sent out. The standard having been maintained, there was thus the maximum of results with the minimum of failure. It must not be supposed, however, that all are successful. During the past year 151 students presented themselves for examination, 19 for the middle class or town school certificate, and 132 for the lower class or village school certificate. From the town schoolmasters 18 out of 19 were successful, and even the 19th did so well, that he obtained an appointment on Rs. 10, whilst from the village school masters 122* out of 132 passed. The standard of examination is higher than formerly.

* 119 received appointments, and 3 were allowed to read for middle class certificate.

Second grade students now know as much as the 1st grade students of old, and the 3rd grade students are as forward as the 2nd grade were formerly. Of the middle class students one obtained a first grade certificate, three a 2nd grade, and 14 passed in the 3rd grade. So amongst the junior teachers for primary schools, three passed in the 1st grade, eight in the 2nd and 111 in the 3rd grade. The percentage of marks gained by the students was as follows :—

| Subject. | Middle. | Junior. | Remarks. |
|---|---|---|---|
| First Language, ... ... ... | 66·4 | 64·8 | |
| Second ditto, ... ... ... | 50·7 | 71·5 | |
| Mathematics, ... ... ... | 56·0 | 55·8 | |
| General knowledge, ... ... | 61·3 | 60·7 | |
| School method, ... ... ... | 60·6 | 45·2 | |
| Total, ... ... | 59·0 | 59·6 | |

During the entire year 182 pupils left the school. Of whom as we have seen, 138† were certificated, 13 were pupil-teachers, and 31 left the school after trial, being either unfit or unable to continue their studies. One of these men died, being sent to the Government hospital.

† The man who failed to obtain a middle class certificate, had a junior certificate.

Besides the 151 students examined for certificates, 16 teachers applied for middle class and higher class certificates. Of these 16 teachers five passed, all obtaining 3rd grade middle class certificates. Of the candidates for higher certificates one failed in Euclid, one in Trigonometry, and one in Trigonometry and Language.

The classification of the pupils at the close of the year may be thus shewn. Their acquirements appear from the curriculum appended.

| Departments. | March 1872, classes. | Scholars, March 1871 | Scholars, March 1872. | |
|---|---|---|---|---|
| Persian, Urdú and Hindí Department. | Middle class, | 16 | 31 | |
| | Junior class, 1 | 33 | 85 | |
| | Do. ,, 2 | 33 | 35 | |
| | Total, ... | 82 | 101 | |
| Hindí Urdú Department, .. | Middle class, | ,, | ,, | |
| | Junior class, 1 | 26 | 19 * *a* | |
| | Do. ,, 2 | 25 | 31 | |
| | Do. ,, 3 | ,, | ,, | |
| | Total, ... | 51 | 50 | |
| Grand Total, | | 133 | 151 | |

* *a* 16 were sent out as teachers in January 1872.

151 read Urdú and Hindí, and 101 of them Persian, whilst 50 read Hindí and Urdú only.

The 151 students now enrolled are from the following Zil'as.

| Western Circle. | | | | Eastern Circle. | | | | Remarks. |
|---|---|---|---|---|---|---|---|---|
| Zil'a. | Urdú. | Hindí. | Total. | Zil'a. | Urdú. | Hindí. | Total. | |
| Farrukhabad, | (*a*) 1 | ... | 1 | Faizabad, .. | 6 | 2 | 8 | (*a*) This Farrukhabad man is in the Middle Class. |
| Lucknow, .. | (*b*) 20 | 4 | 24 | Sultánpur, .. | 7 | 2 | 9 | (*b*) Of these, 15 are in the Middle Class. They have been sent in this year, by the different Deputy Inspectors. |
| Hardui, .. | 6 | 6 | 12 | Pratábgarh, .. | 7 | 5 | 12 | |
| Sítápur, .. | 8 | 5 | 13 | Rái Barelí, .. | 10 | 5 | 15 | |
| Bára Banki, .. | 13 | 4 | 17 | Bharaich, .. | 4 | 1 | 5 | |
| Unáo, .. | 9 | 8 | 17 | Gonda, .. | 5 | 4 | 9 | |
| Kheri, .. | 5 | 4 | 9 | | | | | |
| Total, .. | 62 | 31 | 93 | Total, .. | 39 | 19 | 58 | |

Thus there is one foreigner. He was admitted under a misapprehension. He is said to be a well behaved man, and has relatives living in Oudh. No less than 100 of the 151 enrolled, are boarders. Twenty-five of the number are indigenous teachers.

There was an outbreak of cholera in Lucknow during the year under review. With so many boarders great precautions were necessary. An Assistant Surgeon was allowed to visit the Normal School daily during the epidemic. All the water the boarders drank was boiled before drinking. The school was "mercifully preserved." There was not a single case of cholera. The Assistant Surgeon still visits the school *twice* a week, for which he receives a small fee of Rs. 180 annually. There is an open courtyard in which the pupils exercise themselves, and the cheap gymnastic apparatus used by natives of this country has been supplied. Pandit Prithvi Datt, one of the assistant teachers, instructs every evening, those who wish to learn the use of the apparatus.

The school library is in good order, and is "much resorted to both by pupils and teachers."

About 60 Rs. worth of new books have been added during the year.

The Head Master, Mr. Ram Chandra Sen, speaks favourably of the conduct of the pupils. Those who have been sent out are also generally commended. As pupils are usually sent to those districts from whence they are received, if a Deputy Inspector requires really good teachers he must send in good men of a suitable age for instruction. The Head Master further reports, that all his assistants have worked earnestly and diligently. It is a great gain to the department to have so good a Head Teacher, as Mr. Ram Chandra Sen, in charge of this important institution, the very source of primary education in Oudh. If this school be badly managed, then our whole system of rural education may be deranged. Regarding the literary work of the masters of the Normal School, the Head Master reports.

"Very few books have been revised, compiled or prepared, this "year by the masters of the Normal school. In fact, they have had no "time to spare for this work. In Hindí, the Baranprakáshika was al-"most re-written, and the Premságar, revised. In Urdú, the Hidayat "Namah was re-edited, with some minor alterations, an Urdú treatise "on Mensuration and Surveying, and an Urdú edition of Tod Hunter's "Algebra were revised and reported upon. Pandit Debi Prashad of the "practising school corrected the proof sheets of the Bhasha Tatwa-"dipika, and revised the Gyan Pradáyani and P. Ram Charan's Pro-"sody."

The Practising school.

201. In the returns this school appears amongst the vernacular town schools.

It was opened in 1870-71, in the immediate neighbourhood of the training school. Here the pupils of the training school are taught to teach. But so much time cannot be given to instruction in the art of teaching as I could wish. For the men under training still come very imperfectly prepared, and so have to devote the greater part of their time simply to the acquisition of knowledge. Nevertheless, whilst so doing, they insensibly are receiving instruction in method, and learn to imitate not only the method of their teachers, but even their tricks of manner. Seeing then that this practising school is the plastic material for the manipulation of the teachers under training, I do not place much stress on its increase in numbers, save as evincing its popularity, and as shewing that the unpractised instruction of untrained teachers does not render the school unpopular. The numbers have increased from 93 to 103; the average attendance from 69 to 86, the fees from Rs. 4 to Rs. 35. The cost has risen from Rs. 294 to 1,005 and the cost of educating each pupil from Rs. 3-8 to 10-5-10. This increase is much of it only apparent. The cost entered in last year's returns was only for a few months, as the school was not opened, as we have already seen, until September 1870. Moreover, the school was opened on the Normal School premises, rented at a cost of 100 Rs. per mensem. Now it has been thought proper to charge 180 rupees annually from the rent of 1,200 for the share of the Practising School. Here there is no increased cost, but simply a transfer. So also the Head-master Pandit Devi Prashad was formerly a Normal School Master. He now superintends the practising school, and one less master is charged to the Normal School Fund. This gentleman has been selected to visit Sanscrit libraries in Oudh, and to catalogue such manuscripts as have not yet been registered. He receives no pay for this. During his absence an extra charge of six rupees monthly is incurred for the proper conduct of the practising school. The arrangement is certainly very economical, but at the same time, it adds to the cost of the school.

The classification of the school is now as follows :—

| Class, | 1. | 2. | 3. | 4. | 5. | 6. | Total |
|---|---|---|---|---|---|---|---|
| Boys, | 0. | 9. | 13. | 18. | 30. | 33. | 103 |

The town school curriculum is followed. During the year 148 boys were admitted, and 138 boys were discharged. Of these who left seven went to the Normal School, and are now under training as school Masters. They are young men. Three obtained employment, one is a vernacular clerk in the Railway, one in the Post Office, and the 3rd is a clerk attached to the Office of the Deputy Commissioner.

This year the school will be examined with other town Schools.

Normal Schools for Mistresses.

202.—These are not schools, but classes attached to girls' Schools. They are at Mirzaganj, Malihabad, Golaganj (Lucknow), and Pihani. Two are for Hindú woman, and 2 are for Mahomedans.

The Mirzaganj Normal Class.

This contains sixteen woman all Mahomedans. It is taught as well as the girls' school held in the same place and containing 72 pupils, by Jáfri Begum, assisted by Gauhar and Wafatan, both young woman educated at the girls' schools established at Malihabad, and finished in this the training class. Each of the Mahomedans under instruction receives 2 Rs. a month whilst under training. The class was only opened last October. The cost of this school, or rather class, has not been properly estimated in the returns. Its real cost is 32 Rs. per mensem for the women under training, 4 Rs. a month for contingencies, 2 Rs. a month for a Sewing Mistress, and 6 Rs. the pay of the 2nd School Mistress, or 44 Rs. per mensem, that is, 528 Rs. per annum, and not Rs. 615-14 annas as entered in the returns. That has been arrived at by placing certain charges that must have occurred in the girls' school whether the Normal class existed or no, to the debit of the Normal class. This class or school is divided into five other classes. In the 1st class are three women, in the 2nd are five, in the 3rd are two, in the 4th are six. These women do not read separately from the girls, but with the girls according to their several classes. In this way much waste of teaching power is avoided. The elder pupils acquire some knowledge of the art of teaching by occasionally taking charge of the lower classes.

The 1st class pupils can read any Urdú book with fluency and have commenced Persian. In arithmetic they are backward, but can work sums in the first four rules. They can write from dictation, but not so well as the girls. Their fingers, inasmuch as they were older when they commenced to learn, are not so supple as those of the girls, and do not so readily learn to hold the pen. The women embroider and make cotton lace. The 2nd class read a novel called Mirát-úl-úrús which they have half finished. They write from dictation but incorrectly, and work sums in addition. They also practise ornamental writing. The 3rd class pupils read an easy letter writer, and the 2nd Urdu book and are practised in copy writing and learn the multiplication table. The 4th class pupils are reading the primer and write the alphabet, whilst the last class pupils, recently admitted, have not mastered the alphabet.

The Malihabad Hindi Female Normal School.

The Malihabad Hindí Female Normal School, I merely opened as an experiment It was promised, that a girls' school where there should be an average attendance of 24 pupils should be maintained, and to this girls' school I added the Normal class, expecting the women, all widows, quickly to learn to read and write and to assist the Master in the instruction of the younger pupils. But the girls' school was suffered to dwindle away. There was seldom an attendance of more than 10. The women too made very little progress ; and though the school was opened experimentally in August, not a woman could in March, after six months' instruction, write an easy sentence from dictation. Only two of seven who professed to read the primer, read fairly well. The school seemed to me to be doing no good, and I closed it in April, offering the pupils the option of going to the Pihani Normal class. This they have not yet done.

203. This class was opened in July 1871. It contains five students and to it is attached a girls' school. Of the five students under training two read the elements of natural science, and the Hindí letter writer, and two the primer. The first class pupils can write from dictation. These students are paid too much. They receive as much as the men under training at Lucknow. I find that I can get women to promise to serve as School Mistresses, and to attend at any school for six hours daily for instruction for half the sum that men require. The present Mistress is Jamna Kuar, she is a good scholar, reads the Ramayana both in Hindí and Sanscrit, and sews well. She is accompained by her brother, who teaches a neighbouring boys' school. If we could only get teachers when attending the Normal School, to send their wives and sisters to a training school for Mistresses, it would be soon practicable to have a very fair number of Primary Schools for girls throughout Oudh. The Pihani Normal Class.

204. This Normal class contains only five women. It was opened in June last and is managed by the Deputy Inspectress. Each woman in the 2nd Class under instruction receives 3 Rs. per mensem, and each woman who is in the 3rd class, receives only 2 Rs. The higher class women can read and write from dictation, know something of the Geograply of Asia and of the world, can work sums in the 1st four rules, and distinguish the parts of speech. The other women can merely read an easy book and write words. . The Golaganj Normal Class.

## SECTION VI.—Private Schools under Government Inspection.

205. In this section have hitherto been considerd a very large number of schools that are not private schools, though they are Aided schools. A very considerable number of these Aided schools are managed and have been managed ever since their establishment by the Educational Department, and their charges have been controlled so far as derived from subscriptions by the District Educational Committee, in correspondence with the Director of Public Instruction. This section of the Report being for *Private* schools, I do not think that Aided schools under Government management should appear in this section at all. Hitherto, when any schools whether managed by Government or by private individuals, have been established on the Grant-in-aid principle, such schools have been enrolled amongst Private Aided Schools. This practice has been followed in every case with the exception of Municipal schools, and Aided primary schools attached to High and Middle class schools. Schools that are Government schools, but to which Aided Departments have been added, have properly enough, always been considered as Government schools. In future I think perhaps it would be better, if all Aided schools managed by the Educational Department were included under the head Government schools, and this section reserved exclusively for Aided private schools managed by Missionary bodies or private gentlemen. With this explanation the following statistics are given. The statistics of private schools.

| Description of Institutions. | | Number of Institutions. | Number of pupils on rolls at the close of the year | Average number of pupils on rolls during the year. | Average daily attendance during the year. | Grants in aid sanctioned by Government. | Expenditure from all other sources. | Remarks. |
|---|---|---|---|---|---|---|---|---|
| | | | | | | Rs. | Rs. | |
| Colleges aided, ... ... | 1870-71 | 1 | 730 | 674 | 562 | 27,173 | 35,200 | |
| | 1871-72 | 1 | 720 | 739 | 623 | 27,992 | 31,171 | |
| Higher class schools aided, | 1870-71 | ... | ... | ... | ... | ... | ... | |
| | 1871-72 | 1 | 200 | 176 | 140 | 1,634 | 2,317 | |
| Middle class schools aided, | 1870-71 | 21 | 2,056 | 2,081 | 1,548 | 16,499 | 18,063 | |
| | 1871-72 | 35 | 3,910 | 3,545 | 2,694 | 15,939 | 19,897 | |
| Do. Do. unaided, ... | 1870-71 | 1 | 68 | 61 | 62 | ... | 934 | |
| | 1871-72 | 1 | 73 | 74 | 57 | | 804 | |
| Lower class schools aided, | 1870-71 | 24 | 1,674 | 1,570 | 1,240 | 4,322 | 5,509 | |
| | 1871-72 | 7 | 392 | 407 | 315 | 839 | 1,073 | |
| Do. Do. unaided, ... | 1870-71 | 18 | 486 | 477 | 344 | 5 | 2,102 | |
| | 1871-72 | 17 | 830 | 744 | 561 | ... | 1,959 | |
| Middle class Female schools aided, ... ... ... | 1870-71 | 1 | 71 | 71 | 53 | 2,880 | 8,125 | |
| | 1871-72 | 1 | 40 | 63 | 45 | 2,880 | 11,463 | |
| Lower class Do. Do. aided, | 1870-71 | 15 | 316 | 327 | 257 | 2,428 | 4,095 | |
| | 1871-72 | 12 | 411 | 337 | 267 | 2,771 | 4,018 | |
| Indigenous schools unaided, | 1870-71 | 507 | 4,257 | 2,912 | 2,699 | ... | 11,434 | |
| | 1871-72 | 568 | 4,604 | 3,632 | 2,940 | ... | 20,419 | |
| Total excluding Indigenous schools, ... ... ... | 1870-71 | 81 | 5,401 | 5,261 | 4,066 | 53,307 | 74,028 | |
| | 1871-72 | 75 | 6,576 | 6,085 | 4,702 | 52,055 | 72,702 | |
| Total including Indigenous schools, ... ... ... | 1870-71 | 588 | 9,658 | 8,173 | 6,765 | 53,307 | 85,462 | |
| | 1871-72 | 643 | 11,180 | 9,717 | 7,642 | 52,055 | 93,121 | |

Canning College.

206. Canning College is managed by a Committee under the Presidentship of the Commissioner of Division. Its present constitution is anomalous, and debars both the Principal and Professors from the privileges enjoyed by members of the Government Educational Service. Hitherto we have been fortunate, but I foresee a time, when unless the Principal and Professors are admitted to all the benefits enjoyed by Government Educational officers, it will be difficult to maintain the efficiency of the institution. There is no doubt that dissatisfaction with their present position is felt by several of the Senior Masters and Professors. This dissatisfaction is not so much caused by the fact that no pension fund has been created. That could be done at once, by setting aside a certain percentage of the salaries of those appointments to which it would be advisable to attach pensions under the uncovenanted service rules. But the dissatisfaction, reasonable enough, is that the Masters and Professors have little prospect of rising in the Educational Department. They are deprived of all the benefits of the grading scheme, and are, in fact, extra departmental. Even if any were to obtain one of the Educational graded appointments, all the time spent at Canning College would not count, either as service for pension, or as service for furlough. Any of the Professors selected for such an appointment would have to begin afresh, and perhaps after an experience of four or five years at Canning

College, could not count a day's service in the Educational Department. Moreover, the Masters and Professors not being in the uncovenanted service, are deprived of all the benefits to be derived from subscribing to the Uncovenanted Service Family Pension Fund. I would strongly urge that, as in the case of Elphinstone College, all the subscriptions be paid into the Government Treasury, and credited to the general revenues, any sum above half of the charges being placed as a fund to the credit of the College, that the whole staff receive the sanction of the Government of India ; that the expenditure be borne on the general Educational Budget in the usual way, and that all the Masters and Professors be admitted to all the advantages of the Government Educational Department. This would not abridge the authority of the Talukdárs in any way. They would still have a share in the management as at present, through the Committee, and they might have direct control of any excess of subscriptions over half the cost of the College and its ancillary schools, which would provide a fund to the credit of the College.

These proposals, as mentioned at length in my last report, I had the honor of making on the 9th of September 1870. They were rejected by the Talukdárs under a misapprehension, and since then nothing has been done.

The question ought really to be taken up again, and I shall send this section of the report to the President of the Committee for consideration. At present there is absolutely no provision for the gradual advancement of the Professors. It will assuredly follow, that the more active and capable will leave the College for service in the Educational Department, whilst the less able will remain for years, though it was Arnold's *dictum*, that no schoolmaster ought to remain at his post more than 14 or 15 years, lest by that time he should have fallen behind the scholarship of the age. The Professors of a College performing precisely the same functions as the Colleges at Agra, Benares, Delhi, Lahore, and other Government Colleges in India, are now in every respect in a much inferior position to the Professors and staff of any other Government College. Should any vacancies occur, they could only be filled by gentlemen who are unable to obtain appointments in the Government Colleges, and who would be tempted to leave on the first opportunity. It was only recently when Mr. Sykes left for the Martiniere, that his appointment was definitely refused by a very capable educational officer, officiating as Principal in a High School of another Province, simply because the College was an aided Institution; and even in the matter of the College Building, nothing much has yet been done, principally perhaps, because no suitable Engineer could be obtained for the work. If this were a Government Institution, there would be no more difficulty in obtaining Professors or in the construction of a building than was experienced in Deccan College, Puna, or in Elphinstone College, Bombay.

The Balrámpur High School.

207. The Aided High School is that of Balrampur. It is managed by a local Committee supervised by the Maharajah.

Aided schools managed entirely by the Educational Department.

208. Twenty-four of the 35 aided schools are managed entirely by the Educational Department, are subjected to the prescribed periodical examinations, and their masters are appointed or removed by the Inspectors of Schools with the consent of the Director Public Instruction. There are thus only 11 middle class private and aided institutions. They belong to the Anglican and American Missionary Societies. So also 10 of the 12 lower class aided schools are managed by the Educational Department. It follows then that the aided private schools are only 13 in number.

Statistics of private and aided schools.

209. Including the indigenous institutions, the so called private schools have increased from 588 to 643, the pupils from 9,658 to 11,180 and the average attendance from 6,765 to 7,642, whilst the Grant-in-aid expenditure from Provincial Funds has decreased from 53,307 to 52,055 or by 2·3 per cent. The private expenditure has increased from Rs. 85,462 to Rs. 93,121. Thus, whilst the provincial fund or Government expenditure has decreased, private expenditure has increased. If the indigenous schools be omitted, then aided and private schools have decreased by six and their scholars have increased by 1,175. There is an apparent decrease in lower class aided schools. But these schools were improperly classified last year. Now 16 have been transferred to the middle class grade, as they use the town school curriculum. The increase of aided and private institutions for the past seven years may be thus shewn :—

| Institutions. | Year. | Number of Institutions. | Number of pupils on rolls at the close of the year. | Average number of pupils on rolls during the year. | Average daily attendance during the year. | Grants-in-aid sanctioned by Government. | Expenditure from all other sources. | Remarks. |
|---|---|---|---|---|---|---|---|---|
| | | | | | | Rs. | Rs. | |
| Private Institutions under Government Inspection. | 1865-66, ... | 63 | 3,687 | 3,201 | 2,524 | 37,741 | 36,131 | |
| | 1866-67, ... | 70 | 3,926 | 3,743 | 2,803 | 45,577 | 37,986 | |
| | 1867-68, ... | 73 | 4,404 | 4,275 | 3,143 | 47,816 | 49,479 | |
| | 1868-69, ... | 72 | 4,852 | 4,572 | 3,654 | 52,286 | 53,422 | |
| | 1869-70, ... | 77 | 5,018 | 5,102 | 4,052 | 53,459 | 60,352 | |
| | 1870-71, | 81 | 5,401 | 5,261 | 4,066 | 53,307 | 74,028 | Omitting indigenous schools. |
| | | 588 | 9,658 | 8,173 | 6,765 | 53,307 | 85,462 | Including do. do. |
| | 1871-72, | 75 | 6,576 | 6,085 | 4,702 | 52,055 | 72,702 | Omitting do. do. |
| | | 643 | 11,180 | 9,717 | 7,642 | 52,055 | 93,121 | Including do. do. |

Existing grants-in-Aid.

210. The existing grants-in-aid are given below. All those schools marked with an asterisk are entirely managed by the Educational Department, by whom their masters are appointed, and their studies regulated.

| Number. | Name of Institution. | | Amount sanctioned up to 31st March 1872 | | | Amount drawn during 1871-72 | | | Remarks. |
|---|---|---|---|---|---|---|---|---|---|
| | | | Rs | A | P | Rs | A. | P. | |
| 1 | Canning Colllege, Lucknow, | .. | 25 000 | 0 | 0 | 25,000 | 0 | 0 | |
| 2 | La Martiniere Girls' School, | .. | 1 200 | 0 | 0 | 2 880 | 0 | 0 | |
| 3 | Church Mission School, | .. | 1,800 | 0 | 0 | 1,800 | 0 | 0 | |
| 4 | Victoria Street, C M., | .. | 780 | 0 | 0 | 780 | 0 | 0 | |
| 5 | Ram Katra, | .. | 720 | 0 | 0 | 445 | 0 | 0 | |
| 6 | Nakhás ka Pul, | .. | 720 | 0 | 0 | 445 | 0 | 0 | |
| 7 | Rajah ka Bazar, C. M Girls' School, | . | 816 | 0 | 0 | 552 | 0 | 0 | |
| 8 | Nakhás, | .. | | | | | | | |
| 9 | Golaganj, | .. | 279 | 0 | 0 | 273 | 0 | 0 | |
| 10 | Husainabad A. M. Boys, | .. | 2,700 | 0 | 0 | 2,000 | 0 | 0 | |
| 11 | Saadatganj, | .. | 300 | 0 | 0 | 300 | 0 | 0 | |
| 12 | Sadar Bazár, | ... | 480 | 0 | 0 | 480 | 0 | 0 | |
| 13 | Hasanganj, | . | 300 | 0 | 0 | 300 | 0 | 0 | |
| 14 | Cashmiri Mahallah, | .. | 525 | 0 | 0 | 525 | 0 | 0 | |
| 15 | Naubasta A. M Girls, | .. | 900 | 0 | 0 | 900 | 0 | 0 | |
| 16 | Nakhás, | . | | | | | | | |
| 17 | Pátamala, | .. | | | | | | | |
| 18 | Mukaramnagar, | .. | | | | | | | |
| 19 | Choupatia, | .. | | | | | | | |
| 20 | Hasanganj, | .. | | | | | | | |
| 21 | Zahur Bakhsh Bazar C M, | .. | 126 | 0 | 0 | 126 | 0 | 0 | |
| 22 | Panahpúr A. M Boys' School, | .. | 300 | 0 | 0 | 300 | 0 | 0 | |
| 23 | Rái Barelí, A M Boys School, | .. | 1,046 | 0 | 0 | 1,046 | 0 | 0 | Ceased to draw from 1st March 1872. |
| 24 | Zanána Mission Agency. Lucknow, | .. | 840 | 0 | 0 | 830 | 0 | 0 | |
| 25 | Evening School, Lucknow, | .. | 600 | 0 | 0 | 450 | 0 | 0 | |
| 26 | *a Akouna School, | .. | 600 | 0 | 0 | 420 | 0 | 0 | * *a* Converted into a Vernacular School, ⅓rd of the cost being paid from the Provincial Educational Funds, and ⅔rds by the Máhárájah of Kapúrthala. |
| 27 | * Boundi do, | .. | 600 | 0 | 0 | 547 | 4 | 11 | |
| 28 | Nawábganj Allahabad School, | .. | 180 | 0 | 0 | 180 | 0 | 0 | |
| 29 | Balrámpur School, | .. | 1,560 | 0 | 0 | 1,560 | 0 | 0 | |
| 30 | * Mahmudabad, | .. | 1,050 | 0 | 0 | 1,050 | 0 | 0 | |
| 31 | * Machhretta, | .. | 504 | 0 | 0 | 255 | 0 | 9 | |
| 32 | * Hargaon, | .. | 252 | 0 | 0 | 224 | 0 | 0 | |
| 33 | * Mahárajnagar, | . | 252 | 0 | 0 | 218 | 12 | 0 | |
| 34 | * Láharpúr, | .. | 252 | 0 | 0 | 282 | 0 | 0 | |
| 35 | * Tambore, | .. | 252 | 0 | 0 | 220 | 0 | 0 | |
| 36 | * Nímsár, | . | 252 | 0 | 0 | 205 | 8 | 0 | |
| 37 | * Qútubnagar, | .. | 252 | 0 | 0 | 218 | 3 | 0 | |
| 38 | * Paintepur, | ... | 252 | 0 | 0 | 230 | 4 | 8 | |
| 39 | * Baragáon, | .. | 180 | 0 | 0 | 180 | 0 | 0 | |
| 40 | * Mohanlálganj, | .. | 150 | 0 | 0 | 136 | 5 | 8 | |
| 41 | * Malihabad, | .. | 300 | 0 | 0 | 100 | 0 | 0 | Ceased to draw from 1st July 1871. |
| 42 | * Mahona, | .. | 480 | 0 | 0 | 120 | 0 | 0 | Ditto ditto. |
| 43 | * Chouk Municipal School, Lucknow, | ... | 660 | 0 | 0 | 660 | 0 | 0 | |
| 44 | * Múttiganj, | .. | 420 | 0 | 0 | 413 | 8 | 0 | |
| 45 | * Mahbúbganj, | .. | | | | | | | |
| 46 | * Hasanganj, | .. | | | | | | | |
| 47 | * Noubasta, | . | | | | | | | |
| 48 | * Rahimnagar, | . | | | | | | | |
| 49 | * Shankarpúr Sarai School, | .. | 120 | 0 | 0 | 120 | 0 | 0 | |
| 50 | * Bángarmow, | .. | 480 | 0 | 0 | 188 | 8 | 0 | |
| 51 | * Murádabád, | . | 150 | 0 | 0 | 150 | 0 | 0 | |
| 52 | * Moráwan, | . | 150 | 0 | 0 | 144 | 0 | 0 | |
| 53 | * Badarqua, | .. | 150 | 0 | 0 | 144 | 0 | 0 | |
| 54 | * Neotni, | .. | 360 | 0 | 0 | 145 | 0 | 0 | Ceased to draw from 1st August 1871, converted into a Government V. T. School. |
| 55 | * Mánikpúr, | ... | 120 | 0 | 0 | 120 | 0 | 0 | |
| 56 | * Fatahpúr, | ... | 480 | 0 | 0 | 480 | 0 | 0 | |
| 57 | * Zaidpúr, | . | 480 | 0 | 0 | 460 | 0 | 0 | |
| 58 | * Radauli, | ... | 300 | 0 | 0 | 291 | 0 | 0 | |
| 59 | * Rámnagar, | .. | 240 | 0 | 0 | 217 | 6 | 7 | |
| 60 | * Ajudhya, | .. | 660 | 0 | 0 | 645 | 0 | 0 | |
| 61 | * Tánda, | . | 360 | 0 | 0 | 360 | 0 | 0 | |
| 62 | * Bilgrám, | .. | 960 | 0 | 0 | 254 | 15 | 0 | Ceased to draw from 1st December 1871. |
| 63 | * Sandíla, | ... | 780 | 0 | 0 | 270 | 0 | 0 | Ditto ditto. |
| 64 | * Gopamow, | ... | 240 | 0 | 0 | 78 | 12 | 9 | Ditto ditto. |
| 65 | * Pihání, | .. | 168 | 0 | 0 | 126 | 0 | 0 | Ditto ditto. |
| 66 | * Báran, | .. | 150 | 0 | 0 | 85 | 7 | 6 | Ditto ditto. |
| 67 | * Sándi, | . | 420 | 0 | 0 | 132 | 8 | 0 | Ditto ditto. |
| 68 | * Malláwan, | .. | 420 | 0 | 0 | 296 | 6 | 0 | Ditto ditto. |
| 69 | Christian A. M. Girls' School, | .. | 90 | 0 | 0 | 90 | 0 | 0 | |
| | Carried over, | .. | 58,158 | 0 | 0 | 51,451 | 14 | 10 | |

| Number. | Name of Institution. | Amount sanctioned up to 31st March 1872. | | | Amount drawn during 1871-72. | | | Remarks. |
|---|---|---|---|---|---|---|---|---|
| | | Rs. | As. | P. | Rs. | As. | P. | |
| | Brought forward, ... | 58,158 | 0 | 0 | 51,451 | 14 | 10 | |
| 70 | Khairabad A. M. Boys' School, ... | 465 | 0 | 0 | 465 | 0 | 0 | |
| 71 | * Sikandrabád School, ... | 120 | 0 | 0 | 120 | 0 | 0 | |
| 72 | * Aliganj, ... | 54 | 0 | 0 | 54 | 0 | 0 | |
| 73 | * Kahmara, ... | 54 | 0 | 0 | 54 | 0 | 0 | |
| 74 | * Dhourehra School, ... | 114 | 0 | 0 | 59 | 7 | 9 | |
| 75 | * Kakorí, ... | 204 | 0 | 0 | 204 | 0 | 0 | |
| 76 | * Paraspur, ... | 240 | 0 | 0 | 240 | 0 | 0 | |
| 77 | * Begamganj, ... | 144 | 0 | 0 | 144 | 0 | 0 | |
| 78 | * Hazratganj C M. Boys, School, ... | 72 | 0 | 0 | 72 | 0 | 0 | |
| 79 | * Branch School, Bára Banki, No. I., ... | 192 | 0 | 0 | 192 | 0 | 0 | |
| 80 | * Do. do. No. II., ... | | | | | | | |
| 81 | * Do. do. No. III., ... | | | | | | | |
| 82 | * Do. do. Unáo, No. I., ... | 96 | 0 | 0 | 96 | 0 | 0 | |
| 83 | * Do. do. No. II., ... | | | | | | | |
| 84 | * Do. do. No. III., ... | | | | | | | |
| 85 | * Do. do. Sítápur, No. I., ... | 240 | 0 | 0 | 240 | 0 | 0 | |
| 86 | * Do. do. do. No. II., ... | | | | | | | |
| 87 | * Do. do. do. No. III., ... | | | | | | | |
| 88 | * Do. do. do. No. IV., ... | | | | | | | |
| 89 | * Do. do. Hardui, No. I., ... | 144 | 0 | 0 | 144 | 0 | 0 | |
| 90 | * Do. do. do. No. II., ... | | | | | | | |
| 91 | * Do. do. do. No. III., ... | | | | | | | |
| 92 | * Do. do. Faizabad, No. I., ... | 264 | 0 | 0 | 264 | 0 | 0 | |
| 93 | * Do. do. do. No. II., ... | | | | | | | |
| 94 | * Do. do. do. No. III., ... | | | | | | | |
| 95 | * Do. do. do. No. IV., ... | | | | | | | |
| 96 | * Do. do. Gonda, No. I., ... | 68 | 12 | 9 | 68 | 12 | 9 | |
| 97 | * Do. do. do. No. II., ... | | | | | | | |
| 98 | * Do. do. Bharaich, No. I., ... | 216 | 0 | 0 | 216 | 0 | 0 | |
| 99 | * Do. do. do. No. II., ... | | | | | | | |
| 100 | * Do. do. do. No. III., ... | | | | | | | |
| 101 | * Do. do. Rái Barelí, No. I., ... | 192 | 0 | 0 | 192 | 0 | 0 | |
| 102 | * Do. do. do. No. II., ... | | | | | | | |
| 103 | * Do. do. do. No. III., ... | | | | | | | |
| | Total Rs. ... | 61,037 | 12 | 9 | 54,277 | 3 | 4 | |
| | REPAIR GRANTS. | | | | | | | |
| | * Begamganj School, ... | 49 | 9 | 8 | 49 | 9 | 8 | |
| | * Pihani, ... | 80 | 0 | 0 | 80 | 0 | 0 | |
| | * Sikandrabad, ... | 13 | 5 | 4 | 13 | 5 | 4 | |
| | * Dhourehra, ... | 4 | 0 | 0 | 4 | 0 | 0 | |
| | * Aliganj, ... | 1 | 10 | 8 | 1 | 10 | 8 | |
| | Total Rs. ... | 148 | 9 | 8 | 148 | 9 | 8 | |
| | FURNITURE GRANTS. | | | | | | | |
| | * Paraspur School, ... | 9 | 5 | 4 | 9 | 5 | 4 | |
| | Total Rs. ... | 9 | 5 | 4 | 9 | 5 | 4 | |
| | Grand Total Rs. .. | 61,195 | 11 | 9 | 54,435 | 2 | 4 | |

The total number of Aided Schools at the close of the year was 92, 11 having ceased to draw the grant.

They are :—

(1) Rái Barelí A. M. Boys' School.
(2) Malíhabád School.
(3) Mahoná ,,
(4) Neotni ,,
(5) Bilgrám ,,
(6) Sandíla ,,
(7) Gopamow ,,
(8) Pihání ,,
(9) Báwan ,,
(10) Sándí ,,
(11) Malláwán ,,

Neotni has been converted into a Government Vernacular Town School, since 1st August 1871.

Twelve have been added, *viz* :—

| | | | | |
|---|---|---|---|---|
| The Branch | School, | Unáo, | No. | I. |
| ,, | ,, | ,, | ,, | II. |
| ,, | ,, | ,, | ,, | III. |
| ,, | ,, | Sítápur, | ,, | IV., (Khairabád,) |
| ,, | ,, | Faizabad, | ,, | I. |
| ,, | ,, | ,, | ,, | II. |
| ,, | ,, | ,, | ,, | III. |
| ,, | ,, | ,, | ,, | IV. |
| ,, | ,, | Gonda, | ,, | I. |
| ,, | ,, | ,, | ,, | II. |

Christian A. M. Girls' School, Lucknow.

Kakorí School.

(1) Rudaulí.
(2) Ramanagar.
(3) Tánda.
(4) Kakorí.

Of the 92 Aided Schools, 4 are Government Vernacular Town Schools, whose English Teachers are paid from Government Grants-in-aid and subscriptions.

Five are Government Vernacular Schools and are branches of the Chouk school. They receive one-third of their cost from the Provincial Funds, and two-thirds from the Municipality. The schools are :—

(1) Múftiganj.
(2) Máhbubganj.
(3) Husainganj.
(4) Noubastá.
(5) Rahímnagar.

Twenty-five are branch schools attached to zil'a schools, their teachers being supported from Government Grants-in-aid and Municipal Funds, the Grant-in-aid being one-third of the total cost. They are as follows :—

| | | | | | |
|---|---|---|---|---|---|
| (1) | Branch School, | Bára Banki, | No. | I. |
| (2) | ,, | ,, | ,, | ,, | II. |
| (3) | ,, | ,, | ,, | ,, | III. |
| (4) | ,, | ,, | Unáo, | ,, | I. |
| (5) | ,, | ,, | ,, | ,, | II. |
| (6) | ,, | ,, | ,, | ,, | III. |
| (7) | ,, | ,, | Sítápur, | ,, | I. |
| (8) | ,, | ,, | ,, | ,, | II. |
| (9) | ,, | ,, | ,, | ,, | III. |
| (10) | ,, | ,, | ,, | ,, | IV. |
| (11) | ,, | ,, | Hardui, | ,, | I. |
| (12) | ,, | ,, | ,, | ,, | II. |
| (13) | ,, | ,, | ,, | ,, | III. |
| (14) | ,, | ,, | Faizabad, | ,, | I. |
| (15) | ,, | ,, | ,, | ,, | II. |
| (16) | ,, | ,, | ,, | ,, | III. |
| (17) | ,, | ,, | ,, | ,, | IV. |
| (18) | ,, | ,, | Gonda, | ,, | I. |
| (19) | ,, | ,, | ,, | ,, | II. |
| (20) | ,, | ,, | Bharaich, | ,, | I. |
| (21) | ,, | ,, | ,, | ,, | II. |
| (22) | ,, | ,, | ,, | ,, | III. |
| (23) | ,, | ,, | Rái Barelí, | ,, | I. |
| (24) | ,, | ,, | ,, | ,, | II. |
| (25) | ,, | ,, | ,, | ,, | III. |

Aná six are cess schools to which superior teachers have been added at a cost charged partly to subscriptions and partly to grants-in-aid. They are :—

(1) Muradabad.
(2) Badarqua.
(3) Bangarmow.
(4) Moráwan.
(5) Mánikpur.
(6) Mohanlálganj.

## SECTION VI. A.—Canning College.

The Canning College

211. The report of the Principal will be found in Appendix D. I have already remarked upon the unsatisfactory position of the Professors and Masters of this Institution. Had not the T'alukdárs liberally subscribed for a College, it is probable, having regard to the teeming population of Oudh, that a Government College paid entirely from Provincial Funds derived from general taxation must have been opened. In that case the Masters and Professors would have been placed on the same footing as the Masters and Professors of similar Institutions in the North-Western Provinces. The Institution consists of five departments, the College Proper, the High School, the Ancillary School, the Oriental Department, and the Law Class. The usual statement isas follows:—

| Institutions. | Pupils in March 1871. | Pupils in March 1872. | Increase. | Decrease. | Cost to Government in 1870-71. | Cost to Government in 1871-72. | Remarks. |
|---|---|---|---|---|---|---|---|
| | | | | | Rs. | Rs | |
| College Department, ... | 56 | 56 | ... | ... | 12,086 | 13,146 | *a 38 of these 46 Students already appear in one or other Departments of the College. They are therefore not re-added, but only the 8 who do not appear in the returns of the other Departments of the College. |
| Upper School,... ... ... | 296 | 317 | 21 | ... | 8,391 | 8,536 | |
| Lower School,... ... ... | 223 | 216 | ... | 7 | 2,974 | 2,259 | |
| Oriental Department, ... | 155 | 123 | ... | 32 | 2,822 | 2,973 | |
| Law Department, .. ... | ... | 46 *a | 46 *a | ... | ... | 1,078 | |
| Total, ... ... | 730 | 720 | 29 | 39 | 27,173 | 27,992 | |

The College Department at the close of the year contained 56 under-graduates, of whom seven were Mahomedans, and 49 were Hindús. An under-graduate must stay at College for *four* years after passing the Entrance Examination, or for two years after passing the First Arts Examination. The total cost of the College Department was Rs. 26,365, of which Rs. 13,146, were received from the Provincial Budget allotment for education. The average number of pupils on the rolls was 46, and the average annual cost of each pupil to the Government was nearly Rs. 286.

Cost of a graduate in Oudh as compared with the Panjab and Bombay.

Thus each graduate from Canning College cost the State for his education Rs. 1,144, and each First Arts man Rs. 572. In the Panjab in 1870-71, the total cost to the Public Funds of the two Colleges of Lahore and Delhi was Rs. 50,476. There was an average number of 83 pupils on the rolls, and the cost of educating each pupil was thus Rs. 608 or the cost of a graduate would be at this rate Rs. 2,432, a sum twice as great as that spent on the education of a graduate in Oudh. So also the cost of educating a First Arts man would be half this amount namely, Rs. 1,216. Or at Canning College, a graduate can be educated at the cost of educating a First Arts man at Lahore. In Bombay the annual cost for each scholar calculated on the average daily attendance of pupils at Colleges was to the Provincial Public Funds Rs. 303. Or a graduate would cost only Rs. 1,212, a comparatively moderate sum. I am unable to make a similar comparison with the North-Western Provinces, as there the cost of the College Departments is not separated from the cost of the School Departments. But if a comparison be made in the only way possible, then the cost of educating each pupil from the primary to the degree standard was in Lucknow Rs., 37-14, and in the North-Western Provinces, it was in Agra Rs. 233, in Barelí Rs. 149, in Benares Rs. 119, and in Ajmére Rs. 103. Or if we consider the Aided Colleges, the cost to Government of educating each pupil varied from Rs. 11 at Jai Narayan's College to Rs. 50 at St. Peter's College. The comparison amongst Government Colleges may be thus still further exhibited.

Cost of College Education in Oudh as compared with the North-Western Provinces.

| Canning College. | | | Benares College. | | | Agra College. | | | Barelí College. | | | Ajmere College. | | | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Number of Pupils. | Number of Under-graduates. | Cost per pupil to Government. | Number of Pupils. | Number of Under-graduates. | Cost per pupil to Government. | Number of Pupils. | Number of Under-graduates. | Cost per pupil to Government. | Number of Pupils. | Number of Under-graduates. | Cost per pupil to Government. | Number of Pupils. | Number of Under-graduates. | Cost per pupil to Government. | |
| | | Rs. | | Unknown. | Rs. | | Unknown. | Rs. | | Unknown. | Rs. | | Unknown. | Rs. | |
| 720 | 56 | 38 | 641 | | 119 | 169 | | 233 | 295 | | 148 | 246 | | 103 | |

In 1870 Jai Narain's College at Benares passed but two men in the First Arts, and no under-graduates. In the same year six men passed from Canning College the First Arts Examination and one man graduated. So also St. Peter's and Victoria Colleges passed no men, and St. John's College, Agra, passed five for the First Arts, but no graduate. During the year under review Canning College passed five in the First Arts Examination, two in the examination for B. A., and one took his Master's Degree with Honours, receiving the Silver Medal of the Calcutta University. These gentlemen are Mr. Brojendro Náth Dé, and Mr. Hanuman Prasáda. The former is a Bengáli, but received all his education at Canning College. The latter is a native of Oudh.

The out-turn of the College may be thus compared with that of other Colleges in the North Western Provinces.

| 1871-72. | Canning College. | Benares College. | Agra College. | Barelí College. | Lahore College. |
|---|---|---|---|---|---|
| Passed F. A., ... ... ... ... ... | 5 | 4 | 2 | 7 | 1 |
| Passed B. A., ... ... ... ... ... | 2 | ... | ... | ... | 1 |
| Passed M. A., ... ... ... ... ... | 1 | ... | ... | ... | ... |

In the Master's and Bachelor's final examinations, Canning College did better than all the Colleges in the North-Western Provinces, and in the First Arts examination was beaten only by the Barelí College. These results were achieved notwithstanding the absence of the Principal in England for some months, and the loss of an efficient Professor, whom it was impossible to replace for a long time. Credit is due to the Officiating Principal, Mr. White, and to the Mathematical Professor, Mr. Gall, and to the Arabic and Sanscrit Professors for their untiring industry and skill in the exercise of their profession.

The High School Department.

212. The numbers have increased from 296 to 317, the average attendance from 219 to 254. The fee collections shew a slight decrease. They were Rs. 2,110. In the previous year, the fees amounted to Rs. 2,279. The High School was moderately successful. It passed seven pupils for the Entrance Examination, one of whom was 2nd of all the boys who passed from Oudh Schools. In the previous year it passed 18 pupils. But this decrease was not owing to any want of care in tuition.

The standard of the Entrance Examination was undoubtedly higher, as compared with the Government High School departments in the North-Western Provinces, Canning College did well. The High School of Benares College passed but nine, that of Agra College passed eight only, the Barelí College High School passed only nine, and the Lahore College School six only.

The Primary School.

213. The Primary School students have decreased from 223 to 216 or by seven only, and the average daily attendance has fallen from 191 to 187, or decreased by four. This trifling fluctuation calls for no remark.

The fee receipts were Rs. 1,667 against Rs. 1,965 in the previous year. This decrease of 10 per cent. on the former receipts is unsatisfactory. The school, however, in all other respects is doing well.

During the year 50 boys were sent up from the Preparatory or Primary School to the High School.

The Oriental Department.

214. In this Department there has not been much improvement. There is still no definite standard up to which the pupils work, still each Maulavi teaches his class from the merest elements up to somewhat advanced works in Philosophy. This department, if the fee receipts are a guide, is not very much valued by the community. The fee receipts for an average number enrolled of 165, only amounted to 34 Rs. The cost to Government of educating each student decreased from 19 Rs. 7 annas, to 18 Rs.

The Statistics of the Law Department.

215. The statistics of this department have not hitherto been separately shewn. Of the whole 46 students only eight belonged to the College. The others were Masters and others not in *statu pupillari* The total number of law students at the close of the year was 46. The average number was 29, and the cost of educating each pupil was to the provincial educational budget allotment 37 Rs. yearly. The studies of the pupils may be seen from the Principal's report.

The Professions of the parents or guardians of the pupils attending Canning College.

216. The professions of the parents or guardians of the pupils attending Canning College may be thus shewn :—

| | pupils. |
|---|---|
| Talukdárs, ... ... ... ... ... ... ... | 24 |
| Zamindárs, including Lambardars, Pattidars, Thekedars, &c., | 24 |
| Patwaris and Qanungoes, ... ... ... ... ... | 0 |
| Cultivators, ... ... ... ... ... ... ... | 14 |
| Government Servants, ... ... ... ... ... | 186 |
| Private Servants, ... ... ... ... ... ... | 256 |
| Professional men, such as Pandits, Maulavis, Hakims, Writers, &c., ... ... ... ... ... ... | 86 |
| Trading class, including Bankers, Merchants, Shop-keepers, &c., ... ... ... ... ... ... ... | 61 |
| Artizans and Manufacturers, as Smiths, Carpenters, Weavers, &c.,... ... ... ... ... ... ... | 6 |
| Others, ... ... ... ... ... ... ... | 63 |
| Total, ... ... | 720 |

The T'alukdárs are not well represented. When the Chief Commissioner distributed the prizes, he availed himself of the opportunity to advise the T'alukdárs assembled to benefit their relatives by allowing them to take advantage of the education afforded. The attention of Rajah Amir Hasan Khan Bahadur, Vice President of the British Indian Association, who himself received much of his education at Canning College, was especially drawn to the subject.

The Wards' Institution.

217. Connected with the College, there is a Wards' Institution. At the close of March 1871, the number of boarders was 26, of whom 14 were Wards. All the 26 were T'alukdárs, eight were Mahomedans and eighteen Hindus. The total cost in 1871 was Rs. 10,550 and the average cost for each ward or boarder was 402 Rs. On the 31st of March 1872 the total number of boarders was 21 only. All were T'alukdárs, 16 Hindus and five Mahomedans The total cost was Rs. 10,005, and the average cost Rs. 476.

The maximum cost was for any *ward* Rs. 3,229, and the minimum cost was Rs. 532. Boarders are excluded from this calculation.

The Governor, Mr. Anand Lal Rai, thus reports on the progress made by the Wards in their studies.

"The pupils of the Court of Wards do not stay long enough to enable "them to pass any University examination. They withdraw from the "school as soon as they are 18, and as they generally come at an "advanced age, they cannot, during their short stay complete the course "of studies prescribed for the University examinations. They belong "to different classes in the school department, and the progress they "have made as tested by the annual examination, is on the whole "satisfactory. Five boarders have passed the University examination, "and one of them is serving Government as a Tehsildár. One is gone "to England to compete for the Civil Service. One is still prosecut-"ing his duties in the third year College class, and two are candidates "for Government employment. Of the pupils under the Court of Wards, "five are now managing their own estates. They are.

Rajah Amir Hasan Khan of Mahmudabad in the Sítápur District, Rajah Muneshwar Bakhsh of Mallapur in the Kheri District.

Rajah Balbhadra Singh of Mahewa in the Kheri District.

Rajah Udai Pratab Singh of Bhinga, in the Bharaich District, Mahant Harcharan Dass of Maswara, in the District of Unáo.

## SECTION VI B.—Aided Private Schools of the Higher Class.

The Balrámpur High School.

218. This School passed one scholar at the matriculation examination, and one of the teachers also passed. The Head Master, when I visited the school in January, I found absent on leave, that perhaps should not have been granted. Both he and the 1st Assistant Master, they are brothers, submitted their resignations to the Máhárájah of Balrámpúr during the year, they were accepted. Indeed, although the Head Master is a very capable man and I think industrious, I was glad of the opportunity afforded to re-adjust the stipends.

But the Máhárájah, at the earnest solicitation of the Head Master and his brother, allowed them to withdraw their resignations. At my suggestion, the Máhárájah has appointed a Committee of Management, to whom all questions of discipline and leave are to be referred, and the Government leave rules are to be adopted. The school is arranged after the fashion of a Government High School. The present and past state of the school may be thus contrasted.

| Years. | Passed the Entrance Examination | Pupils in upper division | Pupils in middle division | Pupils in lower division | Sanscrit class. | Persian class. | Total. | Percentage of attendance. | Fees | Average cost to Government per pupil. | Remarks |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1870-71, ... ... ... | ... | 20 | 39 | 80 | 8 | 8 | 155 | 67 | 161 | 10 13 0 | |
| 1871-72, .. ... ... | 2 | 21 | 75 | 101 | .. | . | 200 | 80 | 268 | 9 4 7 | |
| Increase, ... ... ... | 2 | 1 | 36 | 21 | . | . | 45 | 13 | 107 | ... | |
| Decrease, ... ... .. | .. | ... | ... | ... | 8 | 8 | . . | ... | ... | ... | |

The pupils have thus increased from 155 to 200, and the percentage of attendance is now fairly good, being 80 per cent. of the average number enrolled. This is very much better than last year. The fees also have increased from 161 Rs. to 268 Rs. or have nearly doubled. The cost to Government of educating each pupil has decreased from Rs. 10-13 to Rs. 9-4-7. But though the classification has improved, it is not nearly so good as it should be. There is now no second class. But all the other classes are fairly strong. And if the classification be compared with the curriculum for High Schools, the attainments of the pupils may be exactly shewn, if the classification be correct. I have not seen the school since January. The Inspector visited it in March, and reports that the 5th class boys are not up to the proper standard.

| Year. | Classifications. | | | | | | | | | | | | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | I. | II. | III | IV. | V. | VI. | VII. | VIII | Total. | Persian Department. | Sanscrit Department | Grand Total. | |
| 1870-71, ... ... ... | 15 | 5 | 10 | 11 | 11 | 17 | 25 | 55 | 139 | 8 | 8 | 155 | 1 Includes 2 pupil-teachers. |
| 1871-72, ... ... | 6 | | 15 | 21 | 22 | 32 | 41 | 63 | 200 | ... | ... | 200 | |

At the last general departmental examination, one student in the 1st class passed in all subjects, and one failed slightly in mathematics. Both these passed the entrance examination, one being a teacher. So in the 2nd class two pupils passed in all subjects, in the 3rd class seven students were fitted for promotion, though only four passed in all subjects, and in the 4th class only four passed. Thus the school did better than it has ever done before, but not so well as it should have done. There are very few Mahomedans in the school, only 37 out of 200 students ! Sixty three

boys left the school during the year, and 106 were admitted. The number of students, children of Patwarís, and of the trading classes have increased in numbers. The Head Master reports that the conduct of the pupils has been satisfactory. Five students obtained employment during the year. The Maharajah, it is said, wishes to take all students who matriculate from this High School into his own service. Both the matriculated students of last year have been so employed.

The Head Master mentions with praise the services of Babu Nar Singh Rao, Maulavi Ahud-ud-din and Pandit Narayan Jotishi. The school is in an improving state, and is in much better order than it has been for some years past. The liberality of his Highness the Maharajah is so well known to the Chief Commissioner, that I need not comment upon the rich support he affords to this school. Any want of success will be entirely due to the masters. However, I hope that there will be no failure.

The Head Master acknowledges the assistance he has received from Lala Ram Shanker Lal, who occupies an important position in the household of His Highness.

## SECTION VI C.—Aided and Private Schools of the Middle Class Anglo-Vernacular.

Aided and Private Middle Class Anglo-Vernacular School.

219. These schools are of two kinds, those managed by this department, and those belonging to the Anglican Church and American Missionary Societies.

Anglo-Vernacular Middle Class Schools managed by the Educational Department.

The statistics of these schools are as follows:—

| Name of School. | Number of pupils. | Average attendance. | Fee Collections. | Government grant. | Total cost. | Cost to Government of educating each pupil. | Remarks. |
|---|---|---|---|---|---|---|---|
| | | | Rs. | Rs. | Rs. | Rs. | |
| | | | | Anglo-Vernacular. | | | |
| 1.—Ajudhya, ... | 124 | 86 | 129 | 645 | 1,403 | 5 3 2 | |
| 2.—Zaidpur, (1 branch), ... | 61 | 51 | 34 | 460 | 889 | 5 15 6 | |
| 3.—Fatéhpur, (1 branch), ... | 107 | 87 | 54 | 480 | 1,134 | 5 1 8 | |
| 4.—Mallawan, ... | 125 | 98 | 73 | 296 | 900 | 2 5 0 | |
| 5.—Evening School, ... | 18 | 18 | 308 | 450 | 906 | 14 8 3 | |
| 6.—Mahmudabad (1 branch), | 142 | 90 | 78 | 1,050 | 2,095 | 9 4 8 | |
| 7.—Akouna (2 branches), ... | 126 | 72 | 31 | 420 | 1,083 | 3 5 9 | |
| 8.—Boundi (4 branches), ... | 223 | 131 | 70 | 547 | 1,313 | 2 10 6 | |
| Total 8 Schools with 9 branches, | 926 | 633 | 777 | 4,348 | 9,723 | 4 13 11 | |

The nine schools, excepting perhaps, the Evening school, Lucknow, and the Akouna school are of equal status with Government middle class schools. The cost to Government of educating each scholar at these Aided schools is Rs. 4-13, whilst the cost to Government at a similar school maintained from the Provincial Public Funds is Rs. 6-10-4. These Aided Schools are, therefore, for the most part in a satisfactory state. Their general classification appears in the Appendix.

The acquirements of the scholars can be readily ascertained. The only schools that are really not in good order and show no signs of improvement are the Evening school, Lucknow, and the Akouna Aided school, supported by the Máhárájah of Kapurthála. The former has been deteriorating for years, ever since its establishment, and has been closed. The latter has now been converted into an Aided primary school, two-thirds of the cost of which are paid by His Highness the Máhárájah of Kapurthála, and one-third is debited to the Provincial educational grant.

220. The past and present state of this school may be thus contrasted. Ajúdhyá.

| Years. | Classification. | | | | | | | | | | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Extra Class. | I. | II. | III. | IV. | V. | VI. | Total. | Sanscrit. | Grand Total. | |
| 1870-71, ... ... ... | ... | 11 | 11 | 15 | 22 | 16 | ... | 75 | 48 | 123 | |
| 1871-72, ... ... ... | ... | 11 | 13 | 27 | 12 | 13 | ... | 76 | 48 | 124 | |

There has been some improvement, both in numbers, classification, and in the average daily attendance. The fee collections have risen from Rs. 102 to Rs. 129. At the last general examination, 10 boys were presented for examination in Standard I of Anglo-Vernacular middle class schools. Nine passed, one with excellence, and all are reading at the High School, Faizabad. The boy who passed with excellence obtained a Scholarship. There is a Sanscrit department attached to this school. It is organized according to the system in vogue in the country. I should like to see a really capable Sanscrit Professor appointed on a good stipend, able to organise the Sanscrit department of the school according to Western ideas, and to impart a critical knowledge of Sanscrit. I should like to see this done, as Ajúdhyá, the most ancient Hindú city in Oudh, seems to be naturally a home for Sanscrit learning. The re-organization, however, would not be popular. The Sanscrit scholars are men who learn professionally, and who hope to obtain a respectable livelihood by reading the puránas, and by assisting at marriages and other festive or solemn occasions.

The Inspector too, thinks that measures should be adopted to form a thoroughly efficient Sanscrit school here. He says that much of the teaching is at present indifferent. There is but one Pandit, who attempts to teach both beginners and those more advanced. Mr. Thomson further remarks.

" I am of opinion that measures should be adopted to form a " thoroughly efficient Sanscrit school here. As there is but one Pandit, " much of the teaching at present is but indifferent. Formerly Rájá " Bishan Prakash of Sarsar, and Máhárájah Sir Man Singh of Shahganj, " gave large sums to Sanscrit students. Since the death of the former

" no member of the Sarsar family has resided at Ajúdhyá. In regard to " the Shahganj estates, I believe both the Máháraní and the Deputy " Commissioner would have gladly continued the grants made by the " Máhárája, were it not that the estate is so deeply involved. Perhaps " a special grant-in-aid could be made to this school."

I do not think that we could pay Sanscrit students, for we should run a risk of raising a class of men who after they were educated, would claim assistance to find them appointments. But special scholarships for definite knowledge might be given.

The Head Master reports that the conduct of the scholars has been uniformly good, that the assistant teachers have done their duty but that the Sub-Committee pay but little attention to the school.

Zaidpur.

221. This school ought to have done better. It has been neglected by its Head Master, who will be removed unless the school improve. The two of the more influential inhabitants of Zaidpur are at feud, and perhaps their rivalry hurts the school. Zaidpur is a very old Mahomedan town, and the school should be in much better order than it is at present. The town contains nearly 11,000 inhabitants. The numbers have decreased from 71 to 61, the average daily attendance from 56 to 51, and the cost to Government has slightly decreased. The fee collections have diminished and are ridiculously small.

The classification is as follows :—

| Years. | Classification. | | | | | | | | Remarks. |
|---|---|---|---|---|---|---|---|---|---|
| | Extra class. | I. | II | III. | IV | V | VI | Total. | |
| 1870-71, ... ... ... | ... | 7 | 7 | 11 | 14 | 32 | ... | 71 | |
| 1871-72, ... ... ... | ... | 4 | 4 | 9 | 13 | 11 | 20 | 61 | |

The classification has deteriorated, and is now very bad. Steps will be taken to re-organise the school.

At the last departmental examination, no boys passed under Standard I of the middle class scheme. I examined the school in December. I found the 2nd Master absent without leave. He has been removed. There were in the main school only 56 enrolled, and I found but 36 present.

None of the classes passed a good examination. I should then have removed the Head Master, had he not been a long time in the Educational Department. As it was, he was reduced from 40 to 30 Rs. A Mahomedan gentleman ought to be at the head of this school.

Fatahpur

222. This school thanks to its energetic Committee, and more especially to Rájah Tajammul Husain Khan, T'alukdár of Bhatwa Mow, and Rajáh Sarabjit Singh, and to the labour and tact of the Head Master, Mr. Shaukat Husain, has improved in most respects. The number of students has increased from 71 to 107, the average daily attendance from

67 to 87, and the cost to Government of educating each pupil has fallen from Rs. 6-10-0 to Rs. 5-1-0. The fee collections, however, have slightly decreased. The improvement in the classification may be thus shown :—

| Years. | Classification. | | | | | | | | Remarks. |
|---|---|---|---|---|---|---|---|---|---|
| | Extra class. | I. | II. | III. | IV. | V. | VI. | Total. | |
| 1870-71, ... ... ... | ... | 7 | 14 | 10 | 13 | 31 | ... | 75 | |
| 1871-72, ... ... ... | ... | 12 | 9 | 12 | 18 | 44 | 12 | 107 | |

At the last general examination six boys were presented for examination under Standard I of middle class schools, and all passed, one with excellence. One obtained a scholarship, and he is now reading at a High school.

223. The number of pupils at this school has diminished from 134 to 125, and the average daily attendance has fallen from 115 to 98, the fees have also decreased from Rs. 87 to Rs. 73. The cost to Government of educating each pupil has fallen from Rs. 3 to Rs. 2-5. The school suffered owing to the illness of the late Head Master, who in June last was attacked with incipient brain disease. The classification as appears from the following table has improved :— Malláwan.

| Years. | Classification. | | | | | | | | Remarks. |
|---|---|---|---|---|---|---|---|---|---|
| | Extra Class. | I. | II. | III. | IV | V. | VI. | Total. | |
| 1870-71, ... ... ... | ... | 11 | 19 | 16 | 24 | 64 | ... | 134 | |
| 1871-72, ... ... ... | ... | 12 | 20 | 19 | 24 | 31 | 19 | 125 | |

At the last general examination eight students were presented for examination under Standard I of the middle class Anglo-Vernacular School grade, but only four passed, and none obtained scholarships. The school building requires, the usual annual repairs, and an additional room is necessary. The repairs and the additional room will be at once commenced. Their cost has been sanctioned partly from the Provincial Educational Funds, and partly from subscriptions raised in the town of Malláwan by the Deputy Commissioner. The T'alukdárí subscribers withdrew their support to this school when the New Local Rate was allowed. Since the town contains nearly 12,000 inhabitants, the Local Rate Committee thought that a middle class school should be maintained here, and so voted a sum sufficient for its support. The vote seems to have been wisely given. For, the contributions of the townspeople towards the repair and enlargement of the school house, shew that they at least appreciate the school. The insufficient advancement of the school during the year under review is simply owing to the illness of the late Head Master.

224. Last year I reported on the unsatisfactory state of this school. It commenced with 93 pupils in 1867-68. The numbers decreased to 80 in 1869, to 62 in 1870, to 40 in 1871, and to 18 in March 1872. The Gov- The Lucknow Evening School.

ernment grant decreased in the same time from 100 Rs. to 18 Rs. drawn for March and equal to the sum realized by the fees. The Committee of management did all they could to improve the school. But it seemed to supply no want, and so was closed at the end of the year under review.

Mahmúdabád

225. This school is supported by Rájah Amir Hasan Khan, the Vice-President of the British Indian Association, who is himself an accomplished scholar. The numbers have increased from 138 to 142. But the average daily attendance has decreased from 120 to 90. It is now only 79 per cent., of the average number of students enrolled. The Inspector gives no reason for this decrease. The school stands in need of proper accommodation, and the Rájah is willing to build a school-house so soon as a proper plan and estimate are provided. These will be sent. The classification is as follows :—

| Years. | Classification. | | | | | | | | Remarks. |
|---|---|---|---|---|---|---|---|---|---|
| | Extra class. | I. | II. | III. | IV. | V. | VI. | Total. | |
| 1870-71, ... ... ... | ... | 6 | 8 | 11 | 35 | 78 | ... | 138 | |
| 1871-72, ... ... ... | ... | 4 | 7 | 19 | 42 | 37 | 33 | 142 | |

At the last general examination the school did not do well. It only sent up four scholars under Standard I, and three of them failed. I visited the school in November. I then found the Arabic Master, who received Rs. 50 a month from the Rájah with only six scholars, though each scholar was supported by the Rájah. The Rájah was averse to closing the Arabic Department, so I recommended a change of teachers, and a gentleman was finally appointed, who could not only teach Arabic, but take part in the general work of the school. There are now eight Arabic students.

Akounáh.

226. An English school should not originally have been opened in this small village. Owing to the establishment of certain branch schools, the numbers increased from 55 to 126. But as will be seen from the classification, the increase was solely in the primary department :—

| Years. | Classification. | | | | | | | | Remarks. |
|---|---|---|---|---|---|---|---|---|---|
| | Extra class. | I. | II. | III. | IV. | V. | VI. | Total. | |
| 1870-71, ... ... ... | ... | ... | 4 | 11 | 19 | 21 | ... | 55 | |
| 1871-72, ... ... .. | ... | ... | 8 | 14 | 12 | 12 | 80 | 126 | |

With the assent of the Agent of His Highness the Máhárájah, it has been thought fit to close the English Department, and merely to have here a Vernacular Primary School, two-thirds of the cost of which will be defrayed by the Máhárájah, and one-third by the Educational Department. At the Main or English School, the average attendance throughout the year was only 36. As a Vernacular School, it will doubtless do fairly well. But great results, owing to the climate, the comparative scantiness of the population, and their social condition cannot be expected.

The Inspector says that from the first he saw that it was impossible to form an English School in a place so small and so poor, and considers its reduction to the Vernacular grade to be a great improvement. The Agents of the Máhárájah of Kapúrthala, shew a liberal spirit, and are very willing to assist in the support of schools on the Máhárájah's estates, and recommend the people to avail themselves of the advantages offered. But in truth, the welfare of a school depends almost entirely upon the character and attainments of the Schoolmasters employed. Very good Schoolmasters are scarce and besides do not care to remain long in so comparatively remote a village as Akounah.

Boundí.

227. The number of scholars has risen from 70 to 83. Four branch schools have also been opened containing together 140 pupils, and so raising the number of scholars to 223. The cost to Government of educating each pupil has fallen from Rs. 8-4 to Rs. 2-10. The fees have increased from Rs. 37-12 to 70 Rs. The average attendance is very poor, being only 63 per cent. of the number enrolled. There was a good deal of illness during the year under review. Fever was very prevalent both here and at Akounah. I visited the school in January, and found 54 present at the Main School, out of 84 on the rolls. The pronunciation of English throughout the school was simply atrocious. None of the English readers passed. They were hardly up to their respective standards either in English, Arithmetic, or in Urdú writing from dictation. I expect better results under the present Head Master. The classification of the school is poor enough. It shews that of 223 enrolled, 113 have not mastered the alphabet. But then during the year there were 180 admissions.

| Years. | Classification. | | | | | | | | Remarks. |
|---|---|---|---|---|---|---|---|---|---|
| | Extra class. | I. | II. | III. | IV. | V. | VI. | Total. | |
| 1870-71, ... | ... | ... | 7 | 13 | 28 | 22 | . | 70 | |
| 1871-72, ... | ... | 5 | 9 | 25 | 22 | 49 | 113 | 223 | |

The increase of boys in the 3rd class is good. The Head Master reports that the Máharájah of Kapúrthala visited the School during the year under review, and transmitted 50 Rupees for prizes.

The interior of the new school house built by the Máhárájah is in an unfinished state. School furniture is also required, and a small library might be formed.

Aided Schools under the Anglican Church Mission.

228. The statistics of these schools are as follows :—

| Name of School. | Number of pupils. | Average attendance | Fee collections. | Government grant. | Total cost. | Cost to Government of educating each pupil. | Remarks. |
|---|---|---|---|---|---|---|---|
| | | | Rs. | Rs. | Rs. | Rs. As. P. | |
| Main School, ... ... | 356 | 182 | 155 | 1,800 | 3,600 | 7 13 2 | |
| Rani Katra Branch, ... | 81 | 60 | 35 | 445 | 890 | 5 12 5 | |
| Nakhas ka Pul do., ... | 98 | 65 | 35 | 445 | 890 | 5 12 5 | |
| Victoria Street do, ... | 141 | 85 | 40 | 780 | 1,560 | 6 8 10 | |
| Total, ... | 676 | 392 | 265 | 3,470 | 6,940 | 6 14 4 | |

The number of pupils has increased from 568 to 676, but the average daily attendance has fallen from 424 to 392. Nothing could be worse. The fee collections have decreased enormously. They were only 265 Rs. as against Rs. 485 in 1870-71. The paucity of the fee collections and the poor average attendance require attention. The decrease in the fee collections occurred principally in the Main School where the fee receipts have diminished from Rs. 275 to 155 Rs. and in Victoria School, where they fell from 87 Rs. to 40 Rs. There has been a change in the management of these Schools. Possibly the masters may have taken advantage of the change to relax their efforts to collect fees. The cost to Government of these Schools has decreased from Rs. 4,053 to Rs. 3,470, and the average cost per pupil has fallen from 7-14-0 to 6-14. It is still too high. The average cost per pupil at a Government Middle class Anglo-Vernacular School being only 6-10-0, the cost to Government at an Aided institution should not exceed 3-5-0.

The Main School.

This School was examined with the other Middle Class Schools in Oudh at the general examination. It presented seven boys for examination under Standard IV. The pupils did fairly but unequally, all were fitted for promotion, three obtained prizes and one a scholarship. In the translation paper there was general failure, and six boys failed to obtain one-third marks in the Vernacular. At all Mission Schools the Vernacular is generally the weak point. Neither parents nor boys care to study their mother tongue. All they want is to obtain a knowledge of English, which they can soon turn into money. In Standard No. IV. the pupils did not do so well; seven were presented for examination, but only two pupils passed. The failure in Persian and translation was complete. The class generally was below mediocrity. The remaining classes were examined by the Superintendent and teachers, and the results were said to be satisfactory. The Main School I visited and examined in November, and sent a full report of the results to the Manager. In the English Department 53 out of 63 were present. The first class containing ten pupils, of whom seven were present, were of equal attainments with pupils of the 2nd class of a Government School. In English reading and dictation the first 3 classes acquitted themselves fairly. But they were weak in translation. The remaining two classes contained boys of very poor attainments. The arrangement of the Vernacular Departments seemed faulty. There were nominally four classes in the Urdú Persian Department, and three classes in the Hindí Sanscrit Department. But each class in reality was a separate School, the Vernacular Departments were in fact a congery of indigenous Schools. To this arrangement I attribute the decrease of fees. When each Master has a separate School, very little of the fee collections are likely to find their way to the general funds of the school. The third mastership was vacant, but I now understand that it has been filled up by a very competent Scholar. The present Manager, the Revd. John Ellwood, has re-organised, or is about to re-organise the Vernacular Departments. On the whole the grant has perhaps been fairly earned.

The attainments of the pupils are perhaps a little higher than that an average Government Middle Class School, but are much lower than at

a Government High school. The cost to Government of each pupil at a High School is Rs. 20-6, so an Aided school of the same calibre should not cost more than Rs. 10-3. The education at the Main Mission school does not cost so much, being only Rs. 7-13 per pupil.

The remaining three schools I have not yet inspected. But the Superintendent speaks favourably of the Ráni Kutrá and Nakhás-ká-Púl schools. The Victoria school is said not to be in a good state owing to the resignation of the Head Master, and the difficulty experienced in procuring a substitute.

At all schools, if the attendance does not increase, it will be necessary to reduce the grant.

229. The statistics of these schools are as follows :—

The American Episcopalian Methodist Mission Anglo-Vernacular Middle Class Schools.

| Name of Institution. | | Name of zil'a. | Number of pupils. | Average Attendance. | Fee Collections. | Government Grant. | Total Cost. | Cost to Government of educating each pupil. | Remarks. |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | Rs. | Rs. | Rs. | Rs. As. P. | |
| Husainábad Main School, ... | 1870-71, | Lucknow, ... | 101 | 76 | 132 | 2,674 | 5,934 | 27 0 0 | |
| | 1871-72, | | 104 | 70 | 100 | 2,000 | 4,223 | 21 4 5 | |
| Saádutganj Branch, ... ... | 1870-71, | Ditto, ... | 54 | 42 | 46 | 300 | 628 | 5 14 0 | |
| | 1871-72, | | 63 | 47 | 41 | 300 | 638 | 5 4 2 | |
| Sadar Bazár, .. ... ... | 1870 71, | Ditto, ... | 98 | 63 | 143 | 480 | 1,000 | 5 13 0 | |
| | 1871-72, | | 109 | 69 | 141 | 480 | 894 | 5 4 4 | |
| Hasanganj, ... ... ... | 1870-71, | Ditto, ... | 61 | 38 | 55 | 300 | 693 | 5 12 0 | |
| | 1871-72, | | 70 | 38 | 44 | 300 | 718 | 5 4 2 | |
| Cashmirí Mahallah, ... ... | 1870-71, | Ditto, ... | 90 | 66 | 61 | 360 | 860 | 4 0 0 | |
| | 1871-72, | | 114 | 68 | 66 | 525 | 1,006 | 5 15 5 | |
| Total, ... | 1870-71, | Ditto, ... | 404 | 285 | 437 | 4,114 | 9,115 | 11 0 0 | |
| | 1871-72, | | 460 | 292 | 392 | 3,605 | 7,479 | 9 4 4 | |
| Khairábad, .. ... .. | 1870-71, | Sítápur, .. | 80 | 56 | 96 | 600 | 1,296 | 6 5 0 | |
| | 1871-72, | | 62 | 53 | 70 | 465 | 1,255 | 6 5 11 | |
| Rái Barelí, ... ... ... | 1870-71, | Rái Barelí, ... | 95 | 75 | 100 | 913 | 1,879 | 8 12 0 | |
| | 1871-72, | | 243 | 155 | 58 | 1,046 | 2,346 | 4 10 8 | |
| Grand Total, .. | 1870-71, | ... ... | 579 | 416 | 633 | 5,627 | 12,290 | 9 13 1 | |
| | 1871-72, | | 765 | 500 | 520 | 5,116 | 11,080 | 7 7 8 | |

Thus the scholars have increased from 579 to 765, and the average attendance from 416 to 500. The fee collections have, as in the case of the Anglican Church schools, diminished. The fee collections in 1870-71 were 633, in 1871-72 they were but 520. The cost to Government has decreased from Rs. 5,627 to Rs. 5,116, and the average cost of educating each pupil has fallen from Rs. 9-13 to Rs. 7-7. I should say

from these changes and more especially from the diminished fee collections and increased numbers, that the schools have now reached a lower stratum of society. Five of these schools are in Lucknow. The numbers have increased from 404 to 460, and the average attendance from 285 to 292. The total cost to Government has decreased from Rs. 4,114 to Rs. 3,605, and the cost of educating each pupil has fallen from Rs. 11 to Rs. 9 4-4. It is still much too high, and at the Main School it is enormous, being Rs. 21-4-0. If this rate were to continue, it would be as expensive to Government to educate a lad at the Main American Mission school as at a High school, though the highest class at the Main American Mission school only corresponds to the 4th class of a High school. But last year the cost was still more disproportionate. Then it was Rs. 27 for each pupil! In 1869-70 it was Rs. 27-14-0, and in 1868-69 it was Rs. 20. Thus the rate has increased by Rs. 1-4-0 in three years, though the grant has been reduced at the Main school from Rs. 225 monthly to Rs. 100. The Mission voluntarily relinquished a portion of the grant originally given.

American Mission School, Lucknow.

The Revd. J. H. Messmore, thus reports on the Schools under his charge.

"The American Methodist Mission, Lucknow, has given a large share of its attention "to school work since its establishment in this City in 1859. There has been no change "in the policy of the Mission respecting its schools, although during a part of the last year "the working force of the Mission was so reduced by removals, that it was impossible to give "as much personal attention to the schools as formerly. But at the annual conference, "held in Muradabád, January last, arrangements were made by which one of the Missiona-"ries would be left free for working in the schools. The good results of this arrangement "are already apparent. The number of pupils on the rolls at the end of the year is 50 "more than at the beginning of the year. This increase is shared between the Husainabád, "Káshmirí Mahallá, and Saádatganj schools, there being a decrease of two or three in "the Sadar Bazár School."

"The destruction by floods of the Central school house at Husainabád in September "1870, necessitated the erection of a house on another site. After searching for a suit-"able site for several months, a small lot was purchased on Victoria Street near the "Nakhás bridge, and in February 1871, the buildings on this site were taken down, "and the foundations for the new building marked out. At this juncture, however, the "Missionaries of the Church Mission presented a protest against the erection of the house "in Victoria Street, as they had two schools in that street, and their Central school "building was not more than half a mile distant."

"The matter was referred to the Director of Public Instruction who met the "Missionaries of both Missions, and endeavoured to arrange the difficulty. Several sites "were suggested by him, but none of them could have been chosen by the American Mission "without great injury to its school work, and complete abandonment of their general "plan. Moreover, more than Rs. 16,000 had been already expended on the Nakhás lot, "which would be absolutely thrown away by abandoning the place, as the demolition of "the shops standing on it had made the lot worthless. The building of the house was "temporarily delayed for want of funds, but in October 1871 the work was resumed, and "in February 1872 the school was removed into its new quarters. The building is a "double story 40×50 with ten rooms and can accommodate from 2 to 300 boys. "Including the price of the site more than Rs. 4,000 cash have been expended. Materials "of at least Rs. 1,500 in value have been brought from the ruin of the building at "Husainabád. It will require Rs. 500 to complete the building, so that its entire cost "may be set down at Rs. 6,000. For more than 18 months the school suffered very "much from want of a suitable house, the two highest classes also left to attend other

"schools. Under these circumstances the Director of Public Instruction was compelled to "reduce the grant-in-aid to Rs. 150 per month. The Mission has since relinquished Rs. 50 "more, and now draws only Rs. 100 monthly."

"A site has been secured for the school in the Sadar Bazár, and the Mission hopes to "be able to put up a good house for the school there, which now numbers about 100 boys.

"The Káshmirí Mahallá School has been the most prosperous of the branch schools, "both in numbers and the progress of the pupils, and closes the year with more than 100 "names in regular attendance."

"It has been found very difficult to enforce discipline in the schools, on account of "the extreme facility with which boys from one School are admitted into other schools. "Our Head Masters have strict orders not to receive boys from other schools, but almost "daily they bring complaints of desertions to other schools, and nearly always in connec. "tion with an attempt to enforce dicispline."

"I do not know whether this evil can be avoided. Should the Principals of the "various schools in the city agree to exclude all desertions from other schools, it will be "next to impossible to ascertain whether or no their orders are observed by the Head "Masters, and the Head Masters themselves are often deceived by the boys. The "standard of schoolboy morality and truthfulness must improve before this evil can be "removed; yet I am certain that if the Principals of the various schools would give their "influence in the right direction, the evil would be very much lessened. The difficulty "of collecting fees from boys, their inability in a great many cases to purchase the "necessary books, the constant interference of general and local festivals and holidays, "the excessive unwillingness of boys to learn anything in their own vernacular, in which "stupidity they are sustained by their friends at home, the impossibility of grading a "school without compelling pupils to sacrifice the advancement in the native classics on "which they have spent years of study, and the want of plain, comprehensive, text books "in both English and Vernacular studies, are some of the difficulties which daily have "presented themselves, and for the speedy removal of which there are but faint hopes."

I think the transfer of the school from Husainabád was necessary, but as the school interferes with that of Nakhás, it will perhaps be necessary to withdraw the grant from one or the other. At the last annual examination the Main School submitted eight boys for examination under Standard IV. of the high school grade, but the pupils did not do well. They failed altogether in the History of India, their translation and English were both poor, and there was general failure in Geometry. So also the Cashmirí Mahallá school sent up four pupils for examination under the same standard and all did well. The Sadar Bazár School also sent up five pupils, but here too was general failure.

The Khairabád American Mission School.

230. The number of scholars has diminished from 80 to 62, the average attendance from 56 to 53 and the fee collections from Rs. 96 to Rs. 70. The Government grant has diminished from Rs. 600 to 465, but the average cost of educating each pupil remains the same as before. It is Rs. 6-5, and is about double what it should be. The grant was reduced during the year from Rs. 50 to 35 a month, and a still further reduction will be necessary, if the school do not improve.

The Rai Bareli American Mission School.

231. The Inspector visited this school and gave a very unfavourable account of its condition. The account was forwarded to the Manager who voluntarily relinquished the grant. Since the relinquishment of the grant, the numbers have increased from 95 to 243, owing to the establishment of numerous branches where primary education is given. Next year this school will not appear amongst our Aided Institutions.

## SECTION VI D.—Aided and private Vernacular Schools of the Middle Class.

232. The statistics of these schools are as follows :—

*Vernacular Middle Class Aided Town Schools.*

| No. | Name of Institution. | Number of pupils. | Average attendance. | Fee collections. | Government grant | Total cost. | Cost to Government of educating each pupil. | | | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Rs. | Rs. | Rs. | Rs. | As. | P. | |
| 1 | Gopamow, ... ... | 76 | 41 | 16 | 79 | 342 | 1 | 5 | 0 | |
| 2 | Piháni, (1 branch) ... | 141 | 119 | 55 | 126 | 510 | 0 | 14 | 9 | |
| 3 | Shánkarpur Sarai, ... | 58 | 54 | 19 | 120 | 240 | 2 | 0 | 0 | |
| 4 | Machhretta, ... ... | 100 | 68 | 42 | 255 | 552 | 3 | 0 | 7 | |
| 5 | Tambor, ... ... | 68 | 57 | 22 | 220 | 462 | 3 | 6 | 1 | |
| 6 | Laharpur, ... ... | 120 | 98 | 36 | 282 | 637 | 2 | 1 | 8 | |
| 7 | Paintepur, ... ... | 74 | 57 | 32 | 230 | 493 | 3 | 2 | 8 | |
| 8 | Hargaon, ... ... | 70 | 59 | 25 | 224 | 473 | 3 | 0 | 5 | |
| 9 | Nimsár, ... ... | 64 | 51 | 28 | 206 | 439 | 3 | 1 | 10 | |
| 10 | Qutub Nagar, ... | 83 | 57 | 17 | 218 | 510 | 3 | 0 | 6 | |
| 11 | Maharáj Nagar, ... | 60 | 48 | 25 | 219 | 462 | 3 | 8 | 5 | |
| 12 | Paraspur (4 branches), | 253 | 170 | 82 | 249 | 974 | 1 | 2 | 1 | |
| 13 | Begamganj, ... ... | 69 | 43 | 30 | 144 | 335 | 2 | 5 | 2 | |
| 14 | Baragaon, ... ... | 59 | 51 | 21 | 180 | 440 | 3 | 1 | 8 | |
| 15 | Sándi, ... ... | 110 | 87 | 59 | 132 | 505 | 1 | 4 | 2 | |
| 16 | Mahona, (1 branch) ... | 138 | 109 | 59 | 120 | 716 | 0 | 14 | 1 | |
| | Total 16 Schools with 6 branches, | 1,543 | 1,169 | 568 | 3,004 | 8,090 | 2 | 0 | 9 | |

They thus contain 1,543 pupils, have an average attendance of 1,169, their fee collections amount to Rs. 568, their cost to Government is Rs. 3,004, and the average cost of educating each pupil is Rs. 2. The schools are managed entirely by the Educational Department, and share in the general departmental examinations. They use the Town Vernacular school curriculum, and the attainments of the pupils can be exactly known by comparing the following classification with the curriculum.

| | | Classification. | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Extra class. | I. | II. | III. | IV. | V. | VI. | Total. |
| 16 Vernacular Middle Class Aided Schools. | 1870-71 ... | 7 | 57 | 136 | 200 | 278 | 610 | ... | 1,288 |
| | 1871-72 ... | 9 | 96 | 147 | 202 | 344 | 306 | 439 | 1,543 |

The Hardui Aided Middle Class Vernacular Town Schools.

233. On the introduction of the new local rate the subscribers to Gopamow, Piháni, and Sándi, in the Hardui district, and to Mahona in the Lucknow district, withdrew their subscriptions. The fact was brought to the notice of the local rate Committee, who voted a small sum sufficient to maintain the schools. The grant-in-aid was then discontinued. All these places are towns of considerable population.

Sándi contains more than 11,000 inhabitants, Piháni has a population of more than 7,000, and Gopamow a population of about 6,000. The course pursued by the Local Committee seems to be in accordance

with the principle laid down in para. 5 of the Despatch of the Secretary of State for India, No. 8, dated 16th March 1864. For it is manifest that the rural cess could not bear the charge of Urban education, and it would not have been advisable to leave such important towns without the means of primary education. The Vernacular town school curriculum differs mainly from the Village School curriculum in requiring more Persian and a greater knowledge of mathematics from town school boys than from village school boys. All the Town Vernacular schools have primary departments, and in the North-Western-Provinces, town schools are classed amongst primary schools. This is mentioned, that it may not be supposed that we are affording to these large towns an expensive middle class education. What we do offer, as will be seen from the curriculum, is simply a plain Vernacular education suitable to an Urban population. In these towns it is necessary to have men of respectability, attainments, and force of character at the head of our schools, which otherwise would fall into contempt. It will be seen that not one of the four schools now under consideration has less than 76 pupils, and that 3 of the schools, those of Pihání, Sándi, and Mahona have more than 100 pupils. At Pihání the Head Master besides managing the boy's school, interests himself in the education of girls, ant it is owing very much to him that we have so many girls' schools in Pihání. I dont think it would be politic to reduce the grade of these schools and by discontinuing the more advanced books read in Persian, throw all the Mahomedan youths of these large towns into the arms of indigenous Múllas. The improvement at these four schools may be thus shewn.

| Name of Institution. | | Classification. | | | | | | | | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Extra class. | I. | II. | III. | IV. | V. | VI. | Total. | |
| Gopamow, ... | 1870-71 | ... | 6 | 7 | 11 | 14 | 27 | ... | 65 | |
| | 1871-72 | ... | 4 | 11 | 7 | 8 | 46 | ... | 76 | |
| Pihání, ... ... | 1870-71 | ... | 4 | 13 | 18 | 27 | 50 | ... | 112 | |
| | 1871-72 | ... | 7 | 13 | 21 | 32 | 24 | 44 | 141 | |
| Sándi, ... ... | 1870-71 | ... | 7 | 6 | 14 | 26 | 47 | ... | 100 | |
| | 1871-72 | ... | 9 | 8 | 14 | 30 | 22 | 27 | 110 | |
| Mahona, ... | 1870-71 | ... | 8 | 14 | 20 | 20 | 74 | ... | 136 | |
| | 1871-72 | .. | 11 | 10 | 15 | 36 | 21 | 45 | 138 | |

The Lucknow Aided Vernacular Town School.

234. The Deputy Inspector, Lucknow, relates a singular piece of good fortune that happened to one of the Mahona students. Raghunandan, Inspector of Police, Faizabad "was in want of a bridegroom for his daughter." He met with a boy of this school, examined him, and was so much pleased with his answers, that he gave him the hand of his daughter and a dowry of Rs. 1,000. The lad is now reading at the Faizabad High School. Besides this "fortunate youth," nine boys of the 1st class obtained employment during the year.

The Gonda and Sitápur Vernacular Aided Town Schools.

235. The Paraspur school is in excellent order, and the school at Baragaon, supported by Mirza Abbas Beg Sahib, T'alukdár, has improved. For this school a house is now under construction and is nearly finished.

The T'alukdár promised a subscription of half the cost of the building and has paid half of his share of the cost. He has, too, very kindly interested himself in the construction of the building and has visited and reported upon the school on his estate.

## SECTION VI. E.—Lower Class Aided Schools.

236. The statement is as follows :—

| Years. | Schools. | Pupils. | Average attendance | Total cost to Government. | Cost to Government of educating each pupil. | | | Remarks. |
|---|---|---|---|---|---|---|---|---|
| | | | | Rs. | Rs. | As. | P. | |
| 1870-71 .. | 24 | 1,674 | 1,240 | 4,321 | 2 | 12 | 0 | |
| 1871-72 ... | 7 | 392 | 315 | 839 | 2 | 1 | 0 | |

There would appear to have been a decrease in schools and scholars, but the decrease is only apparent. Last year many Aided schools of the Vernacular middle class were included amongst the Vernacular lower class schools. Five of the seven schools are managed by the Educational Department. They all save one exist in Kheri, and will in future appear as Village schools. For they receive aid from the rural cess, and were, in fact, opened as substitutes for Village schools, until the progress of the settlement should enable this department to commence Village school education in Kheri. The state of these five schools managed by this department may be thus shewn.

| Schools. | | Classification. | | | | | |
|---|---|---|---|---|---|---|---|
| | | I. | II. | III. | IV. | V. | Total. |
| Five Vernacular Lower Class Aided Schools, | 1870 71, | 10 | 52 | 52 | 141 | ... | 255 |
| | 1871 72, | 16 | 35 | 55 | 58 | 149 | 313 |

The other two schools belong the one to the Anglican Church Mission, and the other to the American Mission at Pannahpúr, in the Kheri District.

At the latter school, the pupils consisting of boys, girls, and adults, have increased from 50 to 61, and the cost to Government of educating each pupil has increased from Rs. 4-13-6 to Rs. 5-7-3. The increase is owing to the fact that the grant is for the entire year. In the last returns the grant was for about eight months only.

The cost of educating each pupil is higher than it should be, and as this is but a Primary school, I think that according to the rules laid down by the Government in G. O. No. 64, dated 11th February 1871, only ⅓rd instead of ½ of the expenditure should be borne by Government.

As the total expenditure was Rs. 672, this would reduce the grant from Rs. 25 a month to about Rs. 18 monthly.

The Hazratganj Church Mission School contains only 18 pupils, and I have addressed the Rev. John Ellwood regarding a proposed reduction in the grant. It receives at present Rs. 6 a month, which ought to more than suffice for the entire maintenance of a Primary school containing but 18 pupils.

The Hazratganj Church Mission Lower Class School.

## SECTION VI F.—Private Schools for Girls.

### AIDED.

237. The usual statement follows :—

The Statistics of Private Schools for Girls (Aided.)

| Years. | | Schools. | Pupils. | Average attendance. | Total cost. | Cost to Government. | Cost of educating each pupil. | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | Total cost. | Cost to Government. |
| | | | | | Rs. As. P. | Rs. As. P. | Rs. As. P. | Rs. As. P. |
| Middle Class, .. ... | 1870-71, | 1 | 71 | 53 | 11,005 7 11 | 2,880 0 0 | 155 0 1 | 40 9 0 |
| Girls' Schools, .. ... | 1871-72, | 1 | 40 | 45 | 14,343 1 2 | 2,880 0 0 | 227 10 8 | 45 11 5 |
| Lower Class, ... ... | 1870-71, | 15 | 316 | 257 | 6,522 8 0 | 2,427 12 0 | 19 15 2 | 7 6 9 |
| Girls' Schools, ... ... | 1871-72. | 12 | 411 | 267 | 6,789 6 3 | 2,771 0 0 | 20 2 4 | 8 3 3 |

The Martiniere Middle Class School has suffered considerably. The pupils have decreased from 71 to 40 or by 31, but the average attendance has only decreased by eight. The cost to Government remains the same as in previous years, but the cost of educating each pupil has, owing to the decrease of the numbers enrolled, risen from 40 to 45 rupees. The school is intended for girls of European and Eurasian parentage. The decrease in the school was probably occasioned by an outbreak of cholera. Two or three of the pupils died, and one of the best of the teachers. The school was broken up and the pupils were sent to their homes. The school did not reassemble until the 1st of February, by which time Lucknow was free from cholera. The fee collections at this school have increased from Rs. 3,584 to Rs. 4,094.

The charge for boarders has been decreased from 20 to 16 rupees. I examined the school in October. The pupils acquitted themselves fairly. I thought then, and I think still, that Urdu should be taught. We now have native girls' schools springing up in all parts of Oudh, and a thoroughly competent Urdu scholar could readily obtain employment.

There is an entirely new and competent staff of teachers, and it is expected that the school will regain its popularity. The Honorary Secretary, the Revd. T. Moore reports, that all the out-offices have been carefully inspected and cleaned, and that the personal cleanliness of the children is now most satisfactory

The Lower Class Aided Schools for Girls.

238. Though the lower class aided schools for girls have decreased in numbers, yet the pupils have increased from 316 to 411. The cost of educating each pupil has slightly increased. But this increase is owing to the increased grant to the Zenána Mission Agency, and to a new grant of 30 Rs. monthly given to the American Mission Christian school managed by Miss Thoburn.

These grants are well bestowed.

Four of the twelve schools and Zenána Mission Agency belong to the Anglican Church Mission, and seven to the American Mission. The former Schools are managed by Miss Davidson, and will, I think, improve greatly under her inspection. I visited all of these at the close of the year, and after my inspection had the honor to submit to the Chief Commissioner proposals for the revision of the grants. This revision will reduce the cost.

The American Mission primary Schools for Girls.

(239). Upon the seven American Mission Schools for girls the Revd. J. H. Messmore reports as follows :—

"There were eight girls' schools in progress at the beginning of the year. The one "piece school has been discontinued. There are now three Zenána schools, three Bazár "schools, and a Christian school, which receive aid from Government. These number in "all 175 pupils."

"The Christian school has more than doubled its numbers since April 1871, having "now sixty names enrolled. A Boarding Department has been added, which has received "such encouraging patronage, that a new building is being erected for its accommodation. "It is our wish in this school to furnish a higher grade of instruction than that generally "thought sufficient for native girls, and we hope to lessen the prejudice against female "education by showing the superiority of thoroughly educated women, and demonstrating "practically that they can use such advantages wisely and safely."

"We have been much pleased in two or three instances to see a disposition among "non-Christian natives to send their daughters to this school."

"In the Zenana schools there has been little change during the year. The classes "have made some progress, but the number in attendance is about the same."

"In the Bazár schools which are attended chiefly by Hindús of the poorer classes, "the girls seldom advance further than learning to read, as early marriages and the necessity "of daily labour, prevent a long continuance in school. But even when they remain so short "a time, we see a change for the better in the girls, that leads us to consider the Bazár "schools' agencies for good, and equally important with the Zenana schools which require "twice the expenditure."

"A year ago, our Zenana work had been almost entirely discontinued, but we now "give regular instruction in eighteen families, and could enlarge this part of our work if we "had sufficient help. The progress of those receiving instruction has been very satis-"factory."

The Christian Aided school is the only one of those American Mission schools that I have seen. It is the best of all the Lower Class Aided girls' schools in Lucknow.

240. This Zenána Agency is now managed by Miss A. Hamilton and Miss Keene. Miss Hamilton who formerly had charge of the agency went to England during the year under review, and was succeeded by her sister. Before going to England she proposed to extend the Zenána Mission to the ladies of Mahomedan gentlemen. She accordingly invited a very competent Mahomedan lady from Murshidabad, and appointed an additional teacher. On their arrival the grant was increased from Rs. 30 to Rs. 70.

The Anglican Church Zenána Mission Agency.

There are now 140 pupils belonging to this Zenána Agency. Last year there were but 52. The fee collections for 1870-71 were returned as nil. This year 214 rupees are entered as fee collections. The cost to Government of educating each pupil has increased from Rs. 8-10 to Rs. 11. In 1870-71 there were only seven Mahomedan ladies under instruction, now there are 82. Then none read Urdú, now 73 read Urdú. The 140 pupils belong to 90 families. Fifty-five are Mahomedan families, and 35 are Hindu families. Ten families admitting the visits of the Zenána Agency, are those of Nawabs and T'alukdárs, 33 families are those of Government servants, and 12 families are those of professional men. I do not know what progress has been made by the ladies in their studies. But even if but little progress has been made, it is perhaps wise to encourage the visits of English ladies to the families of the natives of India. At present there is no social intercourse between European and native ladies, and there does not seem much probability of inducing such intercourse save through such agencies as the Zenána Mission. The small outlay from the public funds does not seem unwisely spent, and the mere fact of 90 families opening their doors to such visits, and paying as fees, Rs. 214, seems to show that the Agency is not unpopular.

## SECTION VI. G.

241. Under this head occurs one Middle Class Anglo-Vernacular School, supported entirely by Rájah Uday Pratábsingha, T'alukdár of Bhingá. This School, at the request of the Rájah, is under departmental inspection, and shares in the departmental examinations. I visited it in January, and was pleased with its condition. On my visit I found 49 pupils present out of 75 enrolled. Fifty belonged to the English department, and 25 to the Hindí department. The place of assembly, a large bungalow, was excellent. But the Rajah was building a new school house. After my examination of all the classes, I was glad to be able to record that the masters seemed to have been industrious, and that the school, was a credit to its supporter. The school at present is of the status of an Anglo-Venacular middle class school. It uses the same curriculum. Only there is a separate Hindí primary department. The pupils have increased

Private Schools Unaided.

The Bhingá School.

from 68 to 73, but the average daily attendance is less than last year. There was a great deal of fever at the commencement of the cold weather. This being a private unaided school, maintained by the Rajah for his tenants, no fees are taken.

Lower Class unaided schools for boys.

242. The remaining schools are all of the lower class. They are divided into two heads, firstly, those that are arranged according to the village school curriculum, and whose returns are regularly furnished to this department, and secondly those that are simply known as indigenous schools, whose teachers furnish no returns, and who do not classify their pupils according to any system. There are 17 schools that belong to the former division. Their statistics are as follows :—

| Years. | Schools. | Pupils | Average attendance. | Total cost. | Cost of educating each pupil. | Remarks. |
|---|---|---|---|---|---|---|
| | | | | Rs. As. P. | Rs. As. P. | |
| 1870-71 | 18 | 486 | 344 | 2,107 7 6 | 4 6 8 | |
| 1871-72 | 17 | 830 | 561 | 2,258 10 8 | 3 0 7 | |

The schools have decreased from 18 to 17, but the pupils have increased from 486 to 830, and the average attendance from 344 to 561. Ten of the schools belong to the Mahárájah of Balrampur, and are inspected by the Head Master of the Aided High School and his assistants. They are situated at the Thaná or Tahsíl stations in the estates of His Highness, and are managed by the Thanadár or Tahsíldár. The Head Master of the High School reports that the Mahárájah himself, visits these schools when on tour.

Five of the remaining seven schools are in zil'a Kheri. They are, in fact, Aided Village Schools, as they receive help from the rural cess. They will be included next year amongst village schools.

The school of the XIII Bengal Lancers.

The remaining two are in Lucknow, one being a private Hindú school, and the other a regimental school belonging to the XIII Bengal Lancers. This school has been inspected frequently both by myself and the Deputy Inspector. The Officers of the Regiment take a great interest in its welfare, and the school is efficiently conducted on very small means. During the year I received instructions to bring all regimental schools attached to Native Regiments under inspection. But no orders seem to have been issued from the Adjutant General's Office on the subject. Nor, so far as I am aware, is there any Superintendent of schools attached to Native Regiments. The correspondence will be found in Appendix I.

243. The returns of these schools may be thus massed. Indigenous schools.

| District. | | Schools. | Pupils. | Number per school. | Remarks. |
|---|---|---|---|---|---|
| Lucknow, .. | 1870-71. | 84 | 915 | 10 | |
| | 1871-72. | 103 | 1,210 | 12 nearly. | |
| Bára Banki, .. | 1870-71 | 74 | 649 | 8 | |
| | 1871-72. | 81 | 622 | 8 nearly. | |
| Unáo, .. | 1870-71. | 65 | 542 | 8 | |
| | 1871-72. | 55 | 492 | 9 | |
| Sitápur, .. | 1870-71. | 72 | 412 | 5 | |
| | 1871-72. | 73 | 386 | 5 | |
| Hardui, .. | 1870-71. | 66 | 513 | 7 | |
| | 1871-72. | 52 | 373 | 7 | |
| Kheri, .. | 1870-71. | 13 | 61 | 5 nearly. | |
| | 1871-72. | 15 | 82 | 6 nearly. | |
| Faizabad, .. | 1870-71. | 37 | 383 | 10 | |
| | 1871-72. | 53 | 419 | 8 | |
| Gonda, .. | 1870-71. | ... | ... | ... | No returns. |
| | 1871-72. | 7 | 65 | 9 | |
| Bharaich, .. | 1870-71. | 8 | 198 | 24 | |
| | 1871-72. | 18 | 273 | 15 | |
| Rái Barelí, .. | 1870-71. | 30 | 200 | 7 | |
| | 1871-72. | 56 | 315 | 6 nearly. | |
| Sultánpur, .. | 1870-71. | 5 | 58 | 12 nearly. | |
| | 1871-72. | 20 | 141 | 7 | |
| Pratábgarh, .. | 1870-71. | 53 | 324 | 6 | |
| | 1871-72. | 35 | 226 | 7 | |
| Total, .. | 1870-71. | 507 | 4,257 | 8 | |
| | 1871-72. | 568 | 4,604 | 8 | |

Of the 4,604 pupils, 507 learn Sanscrit, 189 Arabic, 2,262 Persian, and 1,465 Hindí. There are no private unaided venture schools for instruction in English. In Bombay such schools exist, some of them having more than 100 pupils and matriculating students at the Bombay University every year. The number of Mahomedans at indigenous schools is 1,482, and the number of Hindús is 3,122.

244. Last year the Deputy Inspector registered 84 indigenous schools with 915 pupils. Now he has registered 16 for the district, and 87 for the city. All schools having less than five scholars have been excluded. As a rule, wherever a good Government school exists, indigenous schools disappear. Thus, Mahona once had three or four but now there are none, nor are there any at Malihabad. In Amethí there are three. 1,210 pupils attend the 103 indigenous schools, of whom 290 are Indigenous schools, Lucknow.

Mahomedans. The Hindú boys learn Kaithí and Mahajaní, and the Mahomedans to recite the Korán. 651 boys learn Hindí, and 486 Persian.

Bára Bankí

245. Here we have an increase in the number of indigenous schools registered by the Deputy Inspector, but the attendance has decreased. This decrease is owing to sickness, and to the unusually heavy rains, which laid whole villages in ruins. The scholars were summoned from the indigenous schools to assist their parents in repairing their houses.

Sítápur.

246. The Deputy Inspector visited 72 indigenous schools during the year. 31 visits to indigenous schools were also paid by village and town school masters. The Qútubnagar and Ramgarh branch school masters are reported to have been particularly active in visiting indigenous schools. In this district, 24 indigenous masters are now employed as assistant masters in Government schools, and six indigenous masters have been sent to the Normal school for training. One of the best village schools in Sítápur is taught by a late indigenous school master, recently trained at the Normal School, Lucknow. The Deputy Inspector, Sítápur, takes a very intelligent interest in the indigenous schools scattered over the district. He appends to his report a statement shewing the state of the indigenous schools inspected by him, and by village and other school masters.

| Name of District | Number of schools inspected during the year by the | | | Number of pupils who attend, as stated by the teachers at the Inspection of | | | Number of pupils who were found present at the inspection of | | | Number of pupils who were found fairly proficient in reading and writing at the visits of | | | Number of pupils who were found quite unable to read and write at the inspection of | | | Remarks |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Deputy Inspector. | Town and village school masters. | Total. | Deputy Inspector | Town and village school masters | Total. | Deputy Inspector | Town and village school masters. | Total. | Deputy Inspector. | Town and village school masters | Total. | Deputy Inspector. | Town and village school masters. | Total. | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| Sítapur, ... | 73 | 31 | 104 | 517 | 111 | 628 | 386 | 109 | 495 | 98 | 33 | 131 | 288 | 76 | 364 | |

I think the Deputy Inspector deserves commendation for his attention to these the indigenous schools of the country.

Hardui.

247. There are 52 registered indigenous schools in this district. The increase of pupils in Government schools is said to cause a decrease of pupils in the indigenous schools. The Deputy Inspector of Schools says, that a boy taught at an indigenous school often consumes eight years in learning to read and write simple words.

Kheri.

248. The Deputy Inspector in his report makes no special mention of the indigenous schools. He has been only recently appointed, and will not, I am afraid, make a good Inspector.

249. In this district too, the Deputy Inspector makes no mention of the indigenous schools. In other respects also, the Deputy Inspector is remiss in the performance of his duties. Unáo.

250. The Deputy Inspector laments that his absence from Pratábgarh during a portion of the year has rendered him unable to collect so much information regarding indigenous schools as he hoped to have done. He visited but four indigenous schools during the year. He thinks, that perhaps indigenous masters in his district would use a register of attendance if one were presented, and would send returns. Pratábgarh.

251. The Deputy Inspector reports that he visited eight indigenous schools during the year. In five of these schools only Persian was taught, and in three Urdú and Persian. Two indigenous school masters were sent to the Normal School during the year under review. One of the indigenous schools, is said to be supported by the Rájah of Deyrah. Sultánpur.

252. Here the Deputy Inspector visited during the year seven of the 56 indigenous schools. One of the schools at his suggestion, introduced an Urdú letter writer, as a text book. It is used by little boys in Government Schools. Rái Barelí.

253. The Deputy Inspector remarks, that there has been no real increase in the number of schools, but additional inquiries have led to the registration of additional schools. No precise idea seems to have been held, as to what should be termed a school. Possibly some of the so-called schools merely consist of one or two pupils under private and perhaps gratuitous instruction. I do not know that a collection of less than five students should be called a school. Faizabad.

254. Amongst the indigenous schools the Deputy Inspector has included a Vernacular Unaided Mission school with 46 boys. In Bharaich itself, is one large Kaithí school, containing 95 pupils. The master of this large school has promised to keep an admission and attendance register. Prizes are occasionally given to his pupils by the Deputy Inspector. Bharaich.

255. The Deputy Inspector has, as at Kheri, lately taken up his appointment in this district. He only returns seven indigenous schools, six of which are in Gonda itself. I think that perhaps this Deputy Inspector, and indeed all others, might inquire through the various school masters scattered over the country regarding indigenous schools. I would remark, however, that, so far as I have been able to learn, and I have travelled over the greater part of Oudh, and visited 48 out of the 57 towns, though there may be very many groups of boys of the same family under private instruction, yet that there are but few large indigenous schools, whose masters are supported from payments made by the scholars. This inquiry regarding indigenous schools has certainly been productive of good, and many Deputy Inspectors have been able to send in indigenous masters for training. Gonda.

Indigenous Masters trained to open Government primary schools.

As already mentioned, 51 indigenous masters completed therir course at the Normal School last year, and receiving certificates were sent out to various schools, so also there are now twenty-three such masters under training.

## SECTION VII.—Scholarships.

Scholarships for Village Schools, Vernacular Town Schools, Middle Class Anglo-Vernacular and High Schools, and College Scholarships.

256. In the review of the Educational Report of 1869-70, it was remarked that a fair but fixed proportion of the grant for scholarships should be allotted to each class of institution, and in the report for last year I mentioned, that, I had in accordance with the principles laid down in the Educational Despatch of 1854, introduced a tentative system of scholarships, tenable by village school boys at a middle class school, or at a middle class department of a High School. During the past year the whole scholarship arrangements were reviewed by the Chief Commissioner, and the following proposals were sanctioned.

| | | | |
|---|---|---|---|
| For primary village schools, | ... | Rs. 4,354, | Annually, being |
| For Vernacular Town schools, | ... | „ 1,884, | about 3 per cent |
| For middle class Anglo-Vernacular and High Schools ... ... ... | | „ 3,900, | of the rural cess collections. |
| For College Education ... ... | | „ 3,840, | |
| Total, | ... | „ 13,978, | |

The village school scholarships are of the value of two or three rupees monthly. They are given after examination to those who pass most successfully. No pupil obtains a scholarship who does not pass in each subject of examination, and obtain at least one-third marks of the whole number allotted. With this restriction, the scholarships are given to the best boys. The pupils who succeed, obtain very much more than the percentage fixed upon. No boy is allowed to compete who has not attended a village school for two years, and who is not under 16 years of age. This limit of age was selected, as the pupils may, if they choose, hold their scholarships at a Town Vernacular School, and although 15 or 16 would be an age at which English could not, perhaps, be commenced with advantage, yet a boy of that age could very well prosecute his Vernacular and classical studies at a more advanced school. Only pupils who have reached the 1st class of our village schools, can compete for these scholarships. There are now 2,461 such first class pupils in Oudh.

Town vernacular school scholarships are bestowed upon those pupils of the 1st, and additional classes who do best at the annual departmental written examinations of their schools. There are now 320 boys who may compete. The value of each scholarship will be of from Rs. 2 to Rs. 3. The higher or lower rate will be given in consideration of the merits of the boy, his circumstances, and the distance he must go to attend at a vernacular middle class school, to which an additional class has been attached. Additional classes are attached only to those schools

where the teaching staff is strong. At present there are additional classes at only six vernacular schools in Oudh. All vernacular schools, whether aided or indigenous, may send a pupil to compete. These scholarships will not be given to allow a boy to commence an English education at a late period of life, but will be tenable at a middle class vernacular school, until such time as the student shall have had an apportunity of presenting himself for examination under the rules laid down by the University for middle class vernacular students.

The middle class and High School scholarships are all tenable at a High School, and are re-distributed every year. They are held, subject to annual examinations, until the pupil passes the Entrance Examination. There are now 797 boys eligible for High School scholarships. These scholarships are of the value of from Rs. 2 to Rs. 5 The amount is settled according to class, merit, and the distance from his home, that the pupil has to go to continue his studies at a High School. Strangers as they are called, receive higher scholarships than boys whose parents happen to reside in a town where a High School happens to be located. In this country, people have not yet learned to choose their abode with reference to the means of education that a town may afford.

College scholarships can only be held by pupils who have passed the Entrance Examination in the 1st and 2nd classes. They are of the following value :—

| | | Strangers. | | Residents of Lucknow. | |
|---|---|---|---|---|---|
| | | 1st Division. | 2nd Division. | 1st Division. | 2nd Division. |
| F. A. | 1st year, .. .. | Rs. 8 | Rs. 6 | Rs. 6 | Rs. 5 |
| „ | 2nd year, .. .. | „ 8 | „ 7 | „ 7 | „ 6 |
| B. A. | 1st year, .. .. | „ 10 | .. | „ 10 | .. |
| „ | 2nd „ .. .. | „ 10 | .. | „ 10 | .. |
| M. A. | „ „ .. .. | „ 15 | .. | „ 15 | .. |

The present distribution of College, High, middle class, and village school scholarships is as follows.

| Name of Institution. | Number of Competitors. | Number of Scholarships awarded. | Aggregate monthly value. | Remarks. |
|---|---|---|---|---|
| COLLEGE SCHOLARSHIPS. | | | | |
| College Scholarships, ... ... | 68 | 43 | 306 0 0 | |
| Total, ... ... | 68 | 43 | 306 0 0 | |

| Name of Institution. | Number of Competitors. | Number of Scholarships awarded. | Aggregate monthly value. | Remarks. |
|---|---|---|---|---|
| **Middle Class Anglo-Vernacular and High School Scholarships.** | | | | |
| *Bára Banki High School,* ... ... | 30 | 19 | 59 0 0 | |
| Darriabád Anglo-Vernacular Town School, ... ... | 6 | 4 | 10 0 0 | |
| Rúdauli ditto ditto, ... ... | 4 | ... | ... | |
| Ramnagar ditto ditto, ... ... | 5 | ... | ... | |
| Haidargarh ditto ditto, ... ... | 6 | 1 | 2 8 0 | |
| Unáo High School, ... ... | 28 | 10 | 32 8 0 | |
| Púrwa Anglo-Vernacular Town School, ... ... | 10 | 3 | 7 8 0 | |
| Sítápur High School, ... ... | 29 | 1 | 2 0 0 | |
| Biswán Anglo-Vernacular Town School, ... ... | 11 | ... | ... | |
| Hardui High School, ... ... | 37 | 23 | 72 0 0 | |
| Shálhabad Anglo-Vernacular Town School, ... ... | 10 | ... | ... | |
| Bilgrám ditto ditto, ... ... | 9 | 2 | 5 0 0 | |
| Sandila ditto ditto, ... ... | 12 | 1 | 2 8 0 | |
| Lakhimpur High School, ... ... | 21 | 6 | 19 0 0 | |
| Muhammadi Anglo-Vernacular Town School, ... ... | 14 | 1 | 2 8 0 | |
| Golágokarn ditto ditto, ... ... | 5 | ... | ... | |
| Faizabad High School, ... ... | 82 | 13 | 40 0 0 | |
| Akbarpur Anglo-Vernacular Town School, ... ... | 8 | 2 | 5 0 0 | |
| Tánda ditto ditto, ... ... | 5 | 1 | 2 8 0 | |
| Bharaich High School, ... ... | 25 | .. | ... | |
| Gonda ditto, ... ... | 32 | 8 | 24 0 0 | |
| Atraula Anglo-Vernacular Town School, ... ... | 6 | 2 | 5 0 0 | |
| Nawábganj ditto ditto, ... ... | 6 | ... | ... | |
| Colonelganj ditto ditto, ... ... | 9 | 3 | 7 8 0 | |
| Rái Barelí High School, ... ... | 31 | 4 | 13 0 0 | |
| Jais Anglo-Vernacular Town School, ... ... | 10 | 1 | 2 8 0 | |
| Inhona ditto ditto, ... ... | 8 | ... | ... | |
| Sultánpur High School, ... ... | 26 | 17 | 41 0 0 | |
| Pratábgarh ditto, ... ... | 8 | 1 | 2 0 0 | |
| Balrámpur Aided Anglo-Vernacular School, ... ... | 11 | 7 | 18 0 0 | |
| Fatahpur Aided School, ... ... | 6 | 1 | 2 8 0 | |
| Mahmudabad ditto, ... ... | 4 | ... | ... | |
| Malláwan ditto, ... ... | 8 | ... | ... | |
| Ajdubya ditto, ... ... | 10 | 1 | 2 8 0 | |
| American Mission School Husainabad, ... ... | 3 | ... | ... | |
| La-Martiniere College. Native Department, ... ... | 7 | ... | ... | |
| Church Mission School, Rájah ka Bazár, ... ... | 9 | 1 | 2 0 0 | |
| Total, ... ... | 551 | 133 | 385 0 0 | |
| **Vernacular School Scholarships.** | | | | |
| Chouk Vernacular Town School in Zil'a Lucknow, ... | 21 | 6 | 13 0 0 | |
| Amethí ditto ditto ditto, ... | 10 | ... | ... | |
| Malihabád ditto ditto ditto, ... | 6 | 2 | 3 8 0 | |
| Mohanlalganj Aided School ditto ditto, ... | 5 | ... | ... | |
| Mahona Aided School, ... ... | 8 | ... | ... | |
| Kakori ditto, ... ... | 8 | 2 | 4 0 0 | |
| Tambor Aided School, Zil'a Sítápur, ... ... | 10 | 3 | 9 0 0 | |
| Bári Vernacular Town School, Zil'a Sítápur, ... ... | 9 | 1 | 2 0 0 | |
| Misrikh ditto ditto ditto, ... ... | 7 | ... | ... | |
| Hargaon Aided School, Zil'a Sítápur, ... ... | 4 | ... | ... | |
| Máhárájnagar Aided ditto, ... ... | 7 | ... | ... | |
| Pantepur Aided ditto, ... ... | 6 | 2 | 4 0 0 | |
| Bíhar Vernacular Town School, Zil'a Pratábgarh, ... | 5 | ... | ... | |
| Patti ditto ditto ditto, ... | 21 | ... | ... | |
| Mánikpur Aided ditto ditto, ... | 3 | 2 | 4 0 0 | |
| Jalálpur Vernacular Town School, Zil'a Faizabad. ... | 6 | ... | ... | |
| Jagdispur ditto ditto Sultánpur, .. | 6 | ... | ... | |
| Pihání Aided School, Zil'a Hardui, ... ... | 3 | 3 | 6 0 0 | |
| Gopamow ditto ditto, ... ... | 3 | ... | ... | |
| Sándi ditto ditto, ... ... | 6 | ... | ... | |
| Bhagwantnagar Vernacular Town School, Zil'a Unáo, | 5 | ... | ... | |
| Safiipur ditto ditto ditto, ... | 2 | ... | ... | |
| Bíhar ditto ditto ditto, ... | 4 | 2 | 4 0 0 | |
| Chamrouli ditto ditto ditto, ... | 6 | ... | ... | |
| Muradabad Aided School, Zil'a Unáo, ... ... | 5 | ... | ... | |
| Nawábganj Vernacular Town School, Zil'a Unáo, ... | 5 | 1 | 2 0 0 | |
| Morawán Aided School, Zil'a Unáo, ... ... | 3 | 3 | 6 0 0 | |
| Bethar ditto ditto, ... ... | 7 | ... | ... | |
| Kursi Vernacular Town School, Zil'a Bára Banki, ... | 6 | ... | ... | |
| Nanpara ditto ditto Bharaich, ... | 2 | ... | ... | |
| Paraspur Aided School, Zill'a Gonda, ... ... | 6 | 3 | 6 0 0 | |
| Total, ... ... | 205 | 30 | 63 8 0 | |

| Name of Institution. | Number of Competitors. | Number of Scholarships awarded. | Aggregate monthly value. | Remarks. |
|---|---|---|---|---|
| VILLAGE SCHOOL SCHOLARSHIPS. | | | | |
| Lucknow, ... ... | 41 | 3 | 9 0 0 | |
| Bára Banki, ... ... | 65 | 16 | 40 0 0 | |
| Unáo, ... ... | 75 | 12 | 30 0 0 | |
| Sítápur, ... ... | 39 | 12 | 30 0 0 | |
| Hardui, ... ... | 45 | 16 | 40 0 0 | |
| Kheri, ... ... | 12 | 7 | 17 0 0 | |
| Faizabad, ... ... | 100 | 5 | 13 0 0 | |
| Gonda, ... ... | ... | ... | ... | |
| Bharaich, ... ... | 15 | 6 | 17 0 0 | |
| Rái Bareli, ... ... | 101 | 5 | 11 0 0 | |
| Sultánpur, ... ... | 41 | 12 | 30 0 0 | |
| Pratábgarh, ... ... | 70 | 8 | 19 0 0 | |
| Total, ... ... | 607 | 102 | 256 0 0 | |
| Grand Total, ... ... | 1,431 | 308 | 1,010 8 0 | |

A few of the scholarships granted have ceased to be drawn, their holders having left College or School.

## SECTION VIII.—EMPLOYMENT OF PUPILS IN THE PUBLIC SERVICE.

257. The Secretary of State for India in his Despatch, No. 6, dated 16th March 1864, remarks.

Remarks of the Secretary of State for India, in his Despatch No. 6, dated the 16th March 1864.

Question of exacting an educational test from all candidates for public employment,

"I observe, that it is stated, in the Government letter of the 7th "October 1862, that the question of making an "educational test compulsory on candidates for pub- "lic employment is under consideration. This "question is one of great importance with reference "on the one hand, to the efficiency of the public service, and, on the "other, to the interests of those who may avail themselves of the oppor- "tunities afforded them by Government of obtaining a sound and use- "ful education, whether up to the higher standard of attainment em- "braced in the University course, or to those various lower standards "reached by the several classes of schools throughout the country. Her "Majesty's Government have never hesitated to express their desire "that, so far as can be done consistently with the due responsibility of "administrative officers, for the selection of individuals for subordinate "appointments, the reasonable expectations of those who have gone "through a course of education of the kind promoted and approved by "the Government should not be disappointed."

There is at present in Oudh no compulsory educational test for candidates for public employment. But every year lists of passed students are published, and officers are advised to select men from such lists for employment. The Inspector General of Police has recently been good enough to give 40 appointments annually to passed students of our Vernacular primary and middle class schools who may wish for employment in the police, and whose physique and constitution are good. On the

whole perhaps, in Oudh, students at Government schools receive their fair share of posts in the public service. And I look forward to the time when our Oudh educated students shall be as common all over Central India, the Deccan, and Upper India as are now the Bengalies. Recently I sent three men educated in Oudh for educational appointments in the Berars, on salaries varying from 80 to 150 Rs., and, I believe, they are all doing well. So also in Bengal, and in the Central Provinces, are gentlemen, natives of Oudh, serving either as Tahsíldárs or Extra Assistant Commissioners or Deputy Collectors and Magistrates. I believe that during the past year the Chief Commissioner was pleased to inquire regarding the character and ability of students from Oudh Government Schools, who had obtained employment, and that the results were favourable.

My returns regarding the employment of scholars in the public service are very incomplete, some of the reports contain full information, whilst others say nothing on the subject. But so far as I can learn, the following students obtained employment in the public service.

| | Number. | | |
|---|---|---|---|
| From Canning College English Department, | 17 | Pay from | Rs. 15 to Rs. 150 |
| „ Oriental „ | 9 | „ | „ 5 to „ 30 |
| High Schools, ... ... ... ... | 50 | „ | „ 6 to „ 40 |
| From Middle Class Anglo-Vernacular Schools, | 24 | „ | „ 2-8 to „ 40 |
| „ Town Schools, ... ... | 109 | „ | „ 2 to „ 15 |
| „ Village Schools, ... ... | 67 | „ | Not known. |

The village school statement of boys who obtained employment is the most meagre. Only the Deputy Inspector, Lucknow, returns these 67 pupils. The other Deputy Inspectors say nothing. Next year the statistics will be less incomplete. On the whole, 276 scholars are known to have obtained employment on stipends varying from Rs. 2 to Rs. 150.

## SECTION IX.—The English Language in Indian Education.

English Language in Indian Education.

258. The total number of boys learning English in the whole of Oudh, omitting the Martiniere scholars, may be thus shewn for the last eight years,

| Years. | Number of pupils learning English at the end of year. |
|---|---|
| 1864-65. | 2,171 |
| 1865-66. | 2,759 |
| 1866-67. | 3,577 |
| 1867-68. | 3,854 |
| 1868-69. | 4,221 |
| 1869-70. | 4,344 |
| 1870-71. | 4,390 |
| 1871-72. | 4,148 |

There would seem to have been a decrease. The decrease is not at Government schools, as appears from the following comparative statement.

| | Comparative statement shewing the number of boys studying different languages at close of 1870-71 and 1871-72, for Government schools only | | | | | |
|---|---|---|---|---|---|---|
| | English. | Urdu. | Hindí. | Persian. | Sanscrit. | Arabic. |
| Government Schools, 1870-71, | 1,699 | 17,009 | 16,836 | 4,924 | 123 | 141 |
| Government Schools, 1871-72, | 2,471 | 25,586 | 18,977 | 6,118 | 233 | 171 |

In Government schools the number of English learners has increased, though the new curriculum, which provided that no boy should learn English until he had finished the 2nd Vernacular book, could write his mother tongue from dictation, and had mastered the first four simple rules of arithmetic, came into force last September. This curriculum postponed the study of English for six months.

## THE BOOK DEPARTMENT.—Section X.

The Book Department.

259. This department owing to the enterprise of Múnshí Nawal Kishor is exceedingly well managed at very trifling cost. For the supply of Vernacular books there is one Central Depôt, and twelve district Depôts. The Central Depôt is entirely managed by Múnshí Nawal Kishor, who prints all educational works, and keeps a supply for sale to the District Depôts. Each District Vernacular Depôt is managed by the Deputy Inspector, who receives a commission of two annas in the rupee for books actually sold, but nothing for books supplied gratis and given as prizes. As the District Vernacular Depôts exist chiefly for the supply of books to Primary Rural Schools, a sum is entered in the cess budget every year for the purchase of books. The sum so entered in 1871-72 was Rs. 9,600. This was insufficient, and was increased by Rs. 2,300. The sum entered in the budget for 1872-73 is Rs. 10,000. As the books are sold, their sale proceeds are re-credited to the cess.

The price of the books is fixed by the Director of Public Instruction in consultation with Múnshí Nawal Kishor. The lithographic and printing charges obtaining at Bombay, Allahabad and Lahore are known, and the price is fixed at a lower rate than any that rule there. In fact, Múnshí Nawal Kishor's works are marvels of cheapness, and care is taken that all educational works should be correctly and clearly lithographed. Any loss obtaining from unsaleable stock in consequence of changes in the text books used in Government Schools, falls on Múnshí Nawal Kishor, and not on the public funds as in other Provinces. Besides these district Vernacular Depôts for the supply of Vernacular books to primary schools, and in addition to the Vernacular Central Depôt managed by Múnshí Nawal Kishor, there is also a Central Depôt for the supply of English books attached to the office of the Director of Public Instruction. To this Central Depôt belong twelve district ancillary depôts, one in each Zil'a. These district depôts are, save in Lucknow, managed by the Head Masters of Zil'a Schools. In Lucknow, the English branch depôt, is managed by Múnshí Nawal Kishor. There is

a sum in my provincial budget of Rs. 8,740 for the purchase of books, and of Rs. 3,000 for the encouragement of Vernacular literature. From these amounts books are purchased, and authors are rewarded. As the books are sold, their price is re-credited to the provincial funds in the Treasury. The book depôt transactions for the year under review are thus tabulated :—

| Articles. | Purchased during the year. | | Supplied to Schools gratis during the year. | | | | Sales effected during the year. | |
|---|---|---|---|---|---|---|---|---|
| | | | For School use. | | For prizes. | | | |
| | No. | Value. | No. | Value. | No. | Value. | No. | Value. |
| | | Rs. As. P. | | Rs. As. P. | | Rs. As. P | | Rs. As. P. |
| Books. English, ... | 5,825 | 3,949 7 9 | 251 | 997 11 0 | 413 | 548 10 6 | 6,996 | 2,956 1 0 |
| Books. Vernacular,... | 73,830 | 13,008 8 0 | 758 | 746 9 9 | 161 | 81 1 3 | 60,835 | 9,054 13 2 |
| Maps. English, ... | 65 | 402 11 0 | 33 | 198 0 0 | ... | ... | 2 | 12 0 0 |
| Maps. Vernacular,... | 152 | 138 6 10 | 40 | 124 8 0 | ... | ... | 504 | 796 0 0 |
| Slates and pencils, ... | 2,056 | 420 15 6 | 170 | 77 0 6 | 31 | 12 2 0 | 3,941 | 465 8 11 |
| Globe. ... ... | ... | ... | 1 | 3 0 0 | .. | ... | ... | ... |
| | 81,928 | 17,920 1 1 | 1,253 | 2,146 13 3 | 605 | 641 13 9 | 72,278 | 13,284 7 1 |
| Imperial, ... ... | ... | 7,640 1 11 | ... | 2,146 13 3 | ... | 641 13 9 | .. | 6,036 5 9 |
| Cess, ... ... | ... | 10,279 15 2 | ... | ... | ... | ... | ... | 7,248 1 4 |

It will be seen that the value of books purchased amounted to Rs. 17,920, and that more than Rs. 10,000 worth of these books were for Vernacular and mostly primary schools. The sales effected amounted to Rs. 13,284. There has thus been increased activity in the purchase and sale of books during the year.

My annual indent for English books is now under preparation, and will be sent through the usual channel to the Secretary of State. The account is given in the usual form, but it does not include all the books purchased, but only such as were purchased from the Book Depôt Fund. In addition we have certain Prize Funds both for primary schools, and for Middle Class and High Schools. The prizes are often books. They do not appear in this statement. The prizes that appear in this account were given in addition to the prizes debited to the Prize Funds. The Vernacular books so given are chiefly from those books that were purchased from the fund for the promotion of Vernacular literature. The Book Depôt Curator, has been told, in future to return all the books purchased on whatever account, and to enter all the books distributed whether by sale or otherwise.

If a reference be made to the last year's account, it will be seen that Rs. 732 were entered against the cess as given in prizes. But these Rs. 732 formed no part of the Book Depôt accounts. They were paid from the primary School Prize Fund. Again, in the same account the cost of

books met from the Provincial Service Prize Fund found no place. So the account was incomplete and not framed on one uniform plan.

This year I have, therefore, omitted all books paid for from the Prize Funds. Next year all books paid for from whatever sources will be entered. If the accounts this year are given as in former years, then a sum of Rs. 948, should be entered opposite to Vernacular books and under the head "Cess," as books given in prizes and debitable to the primary Village School Prize Fund.

The increased sale of books from Rs. 10,184 to Rs. 13,284 is favourable.

The Central Vernacular Book Depot.

Múnshí Nawal Kishor opened his Book Depôt and Printing Establishment in 1858, when General Abbott was Commissioner of Lucknow, and Sir R. Montgomery was Chief Commissioner. There are now attached to this establishment ancillary Depôts at Cawnpúr, Delhi, Patna, and Bombay.

The Lucknow and Cawnpore Depôts, are frequented by Merchants from Bukhárá and Afghánistán. These men come down with merchandize, and having sold it, take back with them a good number of books.

Múnshí Nawal Kishor thinks that at least half the books imported into Bukhara and Afghánistán are from his press. The books that find the most ready sale are religious works in Arabic and Persian. During the past year the book trade with the Provinces to the North-West of India has not been good. The Bukhárá and Afghán Merchants did not sell their stock of exported goods either well or speedily, and so were unable to purchase books to take back with them.

The Patna Branch.

The Patna Branch is frequented by traders from Chittagong, Purneah, and Dacca. Arabic works and religious books are but little bought by persons from Eastern Bengal. But Urdú books, especially new works, find a ready sale.

The Educational Department of Behár, is also said to purchase a good many of the Oudh School Books.

The Bombay Depot

To this Depôt resort traders from Persia, Muscat, Baghdád, and Arabia. The Kurán meets with a ready sale. Merchants from Java in May and June 1871, are said to have bought large numbers of the Kurán. Múnshí Nawal Kishor had an interview with the Persian envoy at Bombay in 1871, and hopes through his influence to open a trade with Persia. Dictionaries are in request. There is some trade also with Leipsig and with London, through Messrs. Trubner and Co. 20,000 copies of the Kurán are reported to have been sold during the year. Before the war with France and Prussia, a few books were occasionally purchased by French gentlemen, with whom Múnshí Nawal Kishor corresponded.

General Remarks

The value of the books and paper bought during the year amounted to Rs. 2,27,184, and the value of the books and paper sold was Rs. 2,38,302.

These returns are furnished by the Proprietor. He further remarks, that books written in Urdú meet with a ready sale in all parts of India, and that Urdú is becoming more and more the current Indian language.

The paper for printing purposes is purchased from England, Rs. 1,40,000 worth of such paper was bought from England. Nágrí Books save the Rámáyana and Prém Ságar do not meet with a very ready sale. 1,00,787 copies of educational works are said to have been sold to the various Educational Departments. The return from the Deputy Inspectors shows that 73,830 were purchased in Oudh, of which 60,835 were bought and paid for by students and Schoolmasters. Múnshí Nawal Kishor further remarks that the Urdú anthology published by the Oudh Educational Department, "is very popular." A new book called "School Phrases" published in Urdú and English has "obtained a general sale" and a new Urdú Second Reader the Proprietor thinks will be in demand and be "generally liked." The new books translated by the Press during the year were—

(1.) Qánún Sheíkh, a medical work in 5 volumes.

The treatment advocated is that known as the Grecian system. The original Arabic work is by Avicenna, who is commonly known as Sheikh-ur-rais," or simply "Sheikh."

(2.) Iláj-úl-amráz.

This is a book on medicine in royal octavo 650 pages.

(3.) Zakhírai-Khwarizm Sháhí, a voluminous medical work in seven volumes. Six volumes have been printed.

(4.) Tawáríkh Tibrí, or History of the World, translated from the Persian, but originally written in Arabic. It is still unfinished.

(5.) An Urdú version of Sir H. M. Elliott's History of India as told by Mahomedan Historians, not yet finished.

(6.) A translation of Tod's Rájasthán.

(7.) Tawárikh Abdul Qádir Badaoní. This is a history of Akbar's reign translated from the Persian.

(8.) Fatáwá 'Alamgírí, a religious work written in the time of Aurangzeb. Two volumes have been translated.

(9.) Hidáyah Sharah Waqayáh, this is a translation from the Arabic. It is a religious work.

(10.) Yog Bashistá, an Urdú translation from the Sanscrit.

(11.) Srimath Bhágwat, translated into Urdú and Nágrí.

(12.) The Manú Smrití, translated from the Sanscrit.

The books published under the direction of the Educational Department are :—

(1.) An Urdú Second Reader.

(2.) A book for cultivators, by Syud Ghulám Haidar, Extra Assistant Commissioner.

(3.) A translation of Collier's History of Great Britain, by Maulaví Abul Hasan.

(4.) A School Phrase book in English and Urdú.

(5.) A new edition of the first four books of Euclid, translated from Mr. Hamblin Smith's work, accepted by the University of Cambridge, by Maulaví Abul Hasan. In this Euclid an abbreviated notation has been made use of, and there are copious and progressive exercises. The book is in the Press, and has been circulated to other Educational Departments.

(6.) A Hindí version of the Geography of Oudh.

(7.) A small map of Oudh in Urdú, prepared from the map issued with the Census Report.

(8.) An Urdú Grammar. This has been re-written and criticised. After another revision to be made by some of the best Urdú Scholars in Oudh and the Arabic Professor, Canning College, it will be circulated amongst other Educational Departments in India, and published if approved.

(9). The History of India used in Schools in Oudh. This has been partly re-written and revised by Munshí Muhammad Husain, the Deputy Inspector of Pratábgarh, and the chapter on the Mutinies has been entirely re-written by Maulaví Abúl Hasan.

Other works have been commenced, more especially a short course of Natural Philosophy. The publication of this book has been delayed owing to the ill health of Professor Syud Husain, of Canning College.

The Departmental Newspaper has been much increased in size. It still continues popular. It is now paid for, and not distributed gratis as before.

In Literary work I have been greatly assisted by Maulaví Abúl Hasan of my office, by Professor Syud Husain, by Munshí Durgá Prasáda, Inspector of Schools, by Pandit Sheo Narayaná, Deputy Inspector of Schools, Lucknow, and by Munshí Muhammad Husain of Pratábgarh. The Head Master of Chowk School and the Head Master of Mahona, himself an admired poet, have also given assistance, and Syud Ghulám Haidar Extra Assistant Commissioner of Kheri, continues to write interesting and instructive works.

There are about 40 other books that have been sent to me for approval. These will be taken up in due course during the rainy season.

The three societies, the Jalsáh Tahzíb, Lucknow, the Jalsáh Tahzíb, Sítápur, and the Jalsáh of Gonda continue to flourish.

The Secretary of the Jalsáh Lucknow, Pandit Sheo Narayaná, reports as follows :—

"The Jalsáh Tahzíb, or Lucknow Reform Club, is now four years "old, and numbers amongst its members some energetic and public "spirited gentlemen of the native community. With very few excep- "tions, all its members are natives of Oudh. It will soon represent the "whole province, and become an organ through which public opinion "may be readily ascertained.

"During the year 24 new subscribers joined, 25 left, and one died. "Among new members it is very gratifying that there are four European "gentlemen, and a large number of Raises, resident in the city. Lieutenant Pitcher, Captain Noble, Mr. Blennerhassett, and Mr. Thorpe are "among the former, and it is hoped that their example will be followed "by others. Mr. Gore Ouseley has been its President for the year.

"During Pandit Sheo Narayaná's absence for six months, Munshí "Kálí Prasáda of the Oudh Bar, acted as Secretary, and a large number "of new admissions is due to the zeal and exertions of this gentleman.

"Rupees 912-7-6 have been the receipts of the Jalsáh, and Rs. "925-7-7 the expenditure. The latter includes Rs. 260 for the Library, "Rs. 142-3-9 for Newspapers, Rs. 340-8-0 for establishment, Rs. 60-3-6 "for postage, and the rest for other purposes and contingencies. There "were Rs. 354-5-0 to the credit of the Jalsáh at the end of March.

"As usual, meetings have been held and papers on different subjects "read. Two of these papers were by the old nobility of Lucknow. One "on the education of Lucknow Raises, was by Nawáb Saádut Husain "Khán, and another on Astronomy, by Nawáb Sádiq Alí Khán. The "Risalá, containing the proceedings of the Jalsáh, and some useful translations, has been issued regularly every month. Nine English papers "are now received against 12 last year.

"The Urdú papers are 25, but the Magazines have increased from five "to nine. These Newspapers have been circulated amongst 5,709 readers, "against 4,705 last year, and though the circulation has increased, yet "the most prominent feature of the year has been, the incessant and "pressing requests from members for Newspapers. There is no doubt "that the Jalsáh has accomplished one important task, that of creating a "healthy taste for Newspaper reading, and of fostering an interest in what "is going on in the world.

"The Public Library in the custody of the Club contains 2,222 books, "against 1,924 last year. The increase is 298 volumes, and they have "been received as follows:—

| | | |
|---|---|---|
| "From the Local Government, ... ... ... | 86 | books. |
| "Sent by Munshí Lalta Pershád, ... ... | 112 | „ |
| "Presented by Munshí Masih-ud-dín Khán, | 6 | „ |
| " Ditto by Bábú Hukúmat Rái, ... ... | 4 | „ |
| " Ditto by Munshí Kálí Pershád, ... | 13 | „ |
| "Purchased, ... ... ... ... ... ... ... | 51 | „ |
| "Presents from individual authors, ... ... | 26 | „ |

"The number of books, borrowed is 1,018, against 1,011 last year. "The larger number of books lent out were on Law and History, being "302 and 118 each respectively, against 200 and 100 last year. The "income of the library was 480 Rs. The balance from last year is "Rs. 330-0-1, the whole funds of the library being Rs. 810-0-1. Of "this Rs. 394-5-6 have been spent in purchasing books, and Rs. 97-14-1 in "contingencies, including half the pay of the Daftarí, and the expenses "of binding. The total expenditure thus has been Rs. 492-3-7 leaving

" Rs. 317-12-5 to the credit of the Library. Of this Rs. 254 are in the " Delhi Bank, and Rs. 63-12-5 with the Jalsáh. Out of the money shown " as spent in purchasing books there is an advance of some Rs. 40 with " Messrs. Thacker, Spink, and Co. The Handford Memorial Fund is in " deposit with the Delhi Bank, and Kaliká Pershád, of the 1st year's class, " Canning College, is paid Rs. 5 a month as " Handford Scholar," out " of the interest of the deposit. The Essay Mohar has not yet been " competed for.

" Whether directly or indirectly, the influence of the Jalsáh has " given rise to a Pleaders' Association in Lucknow and to Newspaper " Reading, and Debating Clubs in the adjacent districts of Unáo, Bára " Bankí, Pratábgarh, Hardui, and Faizabad, while Gonda and Sítápur " are now two old institutions."

I may perhaps also note that the 1st Fasciculus of the Catalogue of Sanscrit M.S.S., existing in Oudh has been published. It was edited by Mr. Rajendrá Lál Mitrá. The 2nd Fasciculus is ready for publication, and Pandit Deví Prasadá daily adds to his list of M.S.S.

## SECTION XI. Notice of Officers and Private Gentlemen.

Notice of Officers and private gentlemen who have greatly assisted the Educational Department.

260. I have great pleasure in bringing to the notice of the Chief Commissioner the exertions of the following Officers, Private Gentlemen, and School Committees in the cause of education :—

Educational Officers. Inspecting Officers.

Mr. Thomson, Inspector of Schools, Eastern Circle; Mr. Durga Prashád, Inspector of Schools, Western Circle; Múnshí Mír Muhammad Hussein, Deputy Inspector of Schools, Pratábgarh; Múnshí Bishambar Dyál, Deputy Inspector of Schools, Faizabád; Múnshí Imdad Husain, Deputy Inspector of Schools, Hardui; Bábú Keshava Chunder Deb, Deputy Inspector of Schools, Sítápur; Múnshí Rám Prashád, who officiated for a little while at Lucknow; Múnshí Jugal Kishore, Deputy Inspector of Schools, Rái Barelí.

I have already mentioned Pandit Sheo Narayaná, as assisting greatly in literary work.

High School Masters.

Mr. W. Anderson, Head Master of Schools, Faizabád; Bábú Keshub Deb, Sandyàl, who manages the Girls' Schools; Múnshí Tej Rái, Maulaví Zahúr Ahmad, Arabic Master, who also manages the Boarding House; Mr. J. W. Walsh, of Rái Barelí, who officiated as Inspector of Schools, Eastern Circle, during the absence of Mr. Thomson, on leave; Mr. J. A. D'Cruz, B. A., Head Master of High Schools, Pratábgarh; Bábú Ishán Chandra Banerjí, Head Master of High School, Hardui; Bábú Pryá Náth Basú, 1st Assistant Master, Hardui; Maulaví Abdul Qadir, Persian and Arabic Master, Hardui; Bábú Hem Náth Mojoomdar, Head Master, Lakhimpur, and his Assistants; Bábú Madho Sudan Múkerjí, Head Master, Sultánpur; Mr. H. Daniell, Head Master, Bára Bankí, and his 1st Assistant Bábú Grish Chandra Ghose; Bábú Haro Gopál Sen, Officiating Head Master, Unáo.

Normal School Masters.

Bábú Rám Chandrá Sen, Head Master of the Normal School, has done his work well in a quiet and unostentatious manner. To him and to his subordinates, I am much indebted. Pandit Deví Prashád, has con-

ducted his School duties well, and has shewn tact and industry in his search for Sanscrit Manuscripts, a goodly number of which he has catalogued.

Anglo-Vernacular Middle Class School Masters.

Bábú Sukhuda Prashád, Head Master, Bilgrám; Mr. Múnna Lál, Head Master, Sandilá; Deokali Dín, Head Master, Akbarpúr; Muhammad Sajjád, Head Master, Muhammadí; Bisheshwar Prashád, Head Master, Púrwa; Abdul Jalíl Khan, Head Master, Durriabád; Imdád Alí, Head Master, Radaulí; Shoukat Husain, Head Master, Fatahpur; Jageshwar Prasadá, Head Master, Atroulá; Syud Qiam-ud-dín, Head Master, Jais; Ramjí Mal, Head Master Bhingá.

Vernacular Town Schools.

Maulaví Hakím-ud-dín, Head Master, of the Chouk School, Lucknow, Amán-ul-Haq, 1st Assistant, Chouk School, Lucknow, Muhammad Ibrahím, Head Master of Malíhabad; Muhammad Yakúb, 1st Assistant of Malíhábad School; Ziyá-ud-dín, Head Master, Pattí; Asghar Alí, Head Master, Mohán; Syud Ghulam Alí, Head Vernacular Master, Kakorí; Pandit Rám Dyál, Head Master, Pihaní; Ghulam Hasanain Kadar, Mahoná; Múnshí Bansí Dhar, 1st Assistant, Mahoná; Rashíd-ud-dín, Head Master, Salon; Abdus Samad, Head Master, Jarwal.

The School Mistresses of Nawázganj deserve mention. They are Jafrí Begam, Gauhár, and Wafatán.

Amongst officers in the Oudh Commission, this Department are most indebted to :—

| | | |
|---|---|---|
| Colonel J. Reid, Commissioner, Lucknow Division. | | |
| Mr. P. Carnegy, Commissioner, Faizabad. | | |
| Mr. R. M. King, Deputy Commissioner, Faizabad. | | |
| Mr. Sparks, | ditto, | Lucknow. |
| Captain Hewett, | ditto, | Bharaich. |
| Mr. Gibson, | ditto, | Hardui. |
| Mr. Glynn, | ditto, | Bára Bankí. |

Mr. Anderson of Sítápur, has done all in his power; and to his influence, and to the influence of the Commissioner of Division, Colonel Thompson, the Educational Department are probably indebted for the liberality of the municipality of Sítápur, and for the regularity with which subscriptions are paid.

Mr. Kavanagh, when at Pratábgarh and Sultánpur, did what he could to recommend education to the people.

Amongst Assistant Commissioners, I may mention Mr. McMinn, Captain Noble, and Lieutenant F. Barrow; Mr. Bickers; Syud Ghulám Haidar Khán, Extra Assistant Commissioner, Kheri; Babú Gajráj Singh, Extra Assistant Commissioner, Bharaich; Múnshí Hazari Lall and Pandit Hari Kishan, Extra Assistant Commissioners, Bára Bankí.

The list is rather a long one but all educational officers acknowledge the help and encouragement they receive from officers in the Oudh Commission.

The following Tahsíldárs are also mentioned :—

| | |
|---|---|
| Múnshí Rái Baldeo Bakhsh, Tahsíldár, ... | Bilgrám. |
| Maulaví Amín-ul-láh, Tahsíldár, ... ... | Bára Bankí. |
| Múnshí Shiám Behârí Lál, Tahsíldár, ... | Haidergarh. |
| Maulaví Alí Bakhsh, Tahsíldár, ... ... | Safípur. |
| Mírzá Mahmad Bég, Tahsíldár, ... ... | Mohan. |
| Múnshí Noubat Rái, Tahsíldár, ... ... | Fatahpur. |
| „ Shams-úd-dín Ahmad, Tahsíldár, ... | Misrikh. |
| Bábú Gangá Prasadá, Tahsíldár, ... ... | Muhammadi. |
| Múnshí Gopál Rám, Peshkár, ... ... | Muhammadi. |
| „ Mahomed Akbar Tahsíldár,... ... | Musáfir Kháná. |
| „ Razí-úd-dín, Tahsíldár Amethi, ... | (Z'ilá Sultánpur.) |
| „ Abul Hasan, Tahsíldár, ... ... | Bikapúr. |
| „ Ganpat Rái, Tahsíldár, ... ... | Faizabad. |
| Pandit Dayá Nidhan, Tahsíldár, ... ... | Lucknow. |
| „ Sheo Nath, Peshkár, ... ... | Lucknow. |
| The Tahsíldár of ... ... ... ... | Korásar. |

The following Police Officers have also been reported to me as influential members of School Committees and as interesting themselves in our Schools :—

| | |
|---|---|
| Sheikh Khudá Bakhsh, Inspector of Police,... | Púrwá. |
| Múnshí Bhawání Prasáda, Inspector of Police, | Radoulí. |
| Sheo Dín Bubey, Inspector of Police, ... | Safipúr. |
| Thanádár Hushiár Singh, ... ... ... | Bharaich. |
| Múnshí Nizám-úd-dín, Police Inspector, ... | Sultánpur. |
| Bakhshí Rám Chandra, Police Inspector, ... | Sultánpur. |
| Muhammad Alí, Inspector of Police, ... | Faizabad. |
| Muhammad Abdus-Samád, Police Officer, ... | Piagpúr. |
| Pandit Sheo Ratan Lál, Police Officer, ... | Bhingá. |
| Sardár Bhagel Singh, Inspector of Police, ... | Bharaich. |

Private gentlemen who have aided the Department.

First and foremost are Máhárájah Sir Drigbijai Singh Bahádar, K. C. S. I., Rájah Amír Hasan Khan of Mahmúdabad, the Máhárájah of Kapúrthala, and the Rájah of Bhingá. Then we have Rájah Tajammul Husain Khan, Káshí Prashád, and Sarabjít Singh, Sheo Náth Singh, and other private gentlemen amongst whom we may notice.—

Díwán Ráj Bije Bahádar Singh and Bábú Ajít Singh of Pratábgarh. Major Orr, and Rájah Dakhiniranjan also support Schools.

Then we have the Mahárání Sahibá T'alukdárin, Faizabad district, and Rájah Jagmohan Singh and Farzand Alí Khan of Bára Banki; Baldeo Singh T'alukdár Akhori in Unáo; Rájah Sheo Bakhsh Singh and Mirzá Abbás Beg Sahib Bahádar T'alukdár of Barágaon in Sítápur; Chaudhrí Hashmat Alí T'alukdár of Hardui. The T'alukdárs of Faizabad, especially Shankarí Bakhsh, Lallú Sáh, and others; Rájah Kishan Dat Pandé and the representatives of Máhárájah Man Singh in Faizabad; Nawáb Nisár Alí Khan in Bharaich. The T'alukdárs of Malíhábad especially Muhammad Ahmad Khán and Muhammad Nasím Khán render the most valuable services. I cannot close the report without saying how much this

Department is indebted to Mr. White, the Officiating Principal, Canning College, to Mr. Gall, the Professor of Mathematics, and to the Professors of Sanscrit and Arabic. From the Rev. J. Evans, one of the Assistant Masters, this Department has also received much assistance in the conduct of Annual Examinations. To the Rev. C. J. Dæuble, the Rev. J. Ellwood, Miss Davidson, and the ladies of the Anglican Church Zananá Mission, Miss A. Hamilton and Miss Keene, I desire to record my thanks, for their cordial co-operation. The people of Oudh too owe a debt of gratitude to the Lady Superintendents and Reverend gentlemen of the American Mission, and more especially to the Rev. J. H. Messmore and Miss Thoburn. The Educational work of the Catholic Missionaries I have not hitherto had any opportunity of inspecting, nor indeed does the Catholic Mission receive any aid for Schools in Oudh.

My Office establishment continue to deserve the high character they have previously acquired. I would especially mention Múnshí Gajráj Singh, the first Assistant.

I have the honor to be,
Sir,
Your most obedient servant,

COLIN BROWNING, M. A.,
*Director of Public Instruction, Oudh.*

## TABLE II.—Government Schools of the Higher Class (superior

| Name of Institution. | Locality. | When established. | Number of pupils on the rolls at the close of the year. | | | | Average daily attendance during the year. | Average number of pupils on the rolls during the year. | Average age. | Number of pupils studying in each language at the close of the year. | | | | | | Monthly rate of schooling fee. | From Government. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Hindús. | Mahomedans. | Others. | Total. | | | | English | Urdú. | Hindee. | Persian. | Sanscrit. | Arabic. | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 8a | 8b | 9 | 9a | 9b | 9c | 9d | 9e | 10 | 11 |
| | | | | | | | | | | | | | | | | | Rs. As. P. |
| Faizabad Main School, ... | Faizabad, ... | 1st October 1860. | 240 | 39 | 2 | 281 | 261 | 287 | 15 | 266 | 281 | 127 | 189 | 58 | 45 | 1 anna to 6 Rs. | 1,0975 2 2 |
| Branch No. I., ... ... | ... | ... | 53 | 38 | ... | 91 | 68 | 73 | 13 | 10 | 91 | 91 | 2 | ... | ... | 1 anna to 1 Re. | 66 0 0 |
| Branch No. II., ... ... | ... | ... | 43 | 43 | ... | 86 | 65 | 70 | 12 | 8 | 86 | 86 | 9 | ... | ... | 1 anna to 8 annas | 66 0 0 |
| Branch No. III., ... ... | ... | ... | 39 | 42 | ... | 81 | 61 | 66 | 13 | 12 | 81 | 76 | 9 | ... | ... | 1 anna to 2 annas | 66 0 0 |
| Branch No. IV., ... ... | ... | ... | 34 | 19 | 1 | 54 | 42 | 44 | 12 | 5 | 84 | 50 | ... | ... | ... | 1 anna to 4 annas. | 66 0 0 |
| Total of Branch Schools, ... | ... | ... | 169 | 142 | 1 | 312 | 236 | 253 | 12 | 35 | 312 | 303 | 20 | ... | ... | 1 anna to 1 Re. | 264 0 0 |
| Total of Main and Branch Schools. | ... | ... | 409 | 181 | 3 | 593 | 497 | 540 | 13 | 301 | 593 | 430 | 209 | 58 | 45 | 1 anna to 6 Rs. | 11,239 2 2 |
| Rái Barelí Main School, ... | Rái Barelí, ... | December 1861. | 97 | 31 | ... | 128 | 98 | 118 | 15 | 128 | 128 | 46 | 86 | ... | ... | 2annas to 5 Rs. | 5,513 |
| Branch No. I., ... ... | Fort, ... | November 1867. | 20 | 21 | ... | 41 | 37 | 49 | 10 | 23 | 41 | 41 | ... | ... | ... | 1 anna to 2 annas. | 100 0 0 |
| Branch No. II., ... ... | Bazaar, ... | April 1869, | 16 | 37 | ... | 53 | 38 | 48 | 9 | ... | 53 | 40 | 11 | ... | ... | 1 anna to 2 annas. | 64 0 0 |
| Branch No. III., ... ... | Raipur, ... | July 1867, | 39 | 1 | ... | 40 | 34 | 45 | 9 | ... | 40 | 22 | 14 | ... | ... | 1 anna to 8 annas. | 64 0 0 |
| Total of Branch Schools, ... | ... | ... | 75 | 59 | ... | 134 | 109 | 142 | 9 | 23 | 134 | 103 | 25 | ... | ... | 1 anna to 8 annas. | 228 0 0 |
| Total of Main and Branch Schools. | ... | ... | 172 | 90 | ... | 262 | 207 | 260 | 11 | 151 | 262 | 149 | 111 | ... | ... | 1 anna to 5 Rs. | 5,771 6 4 |
| Sultánpur Main School, ... | Sultánpur, ... | 1861, ... | 129 | 50 | 1 | 180 | 138 | 165 | 15 | 120 | 153 | 32 | 52 | ... | ... | 2annas to 3 Rs. | 4,048 0 0 |
| Branch No. I., ... ... | ... | ... | 2 | 13 | ... | 15 | 13 | 15 | 15 | ... | 15 | ... | ... | ... | ... | 1 anna. | ... |
| Total of Main and Branch Schools. | ... | ... | 131 | 63 | 1 | 195 | 151 | 180 | 15 | 120 | 168 | 32 | 52 | ... | ... | 1 anna to 3 Rs. | 4,048 0 0 |

A.

## zil'a schools) in the Province of Oudh, for the year 1871-72.

| Receipts. | | | | | | | | | Charges. | | | | | Annual cost of educating each pupil. | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Proceeds of endowment | Local rate of assessment. | New local cess. | Subscriptions donations, &c. | Fees, times, &c. | Municipal fund. | Sale of books. | Other sources. | Total. | Current. | Extraordinary. | Total. | Excess of receipts over charges. | Excess of charges over receipts. | Total cost. | Cost to Government. |
| 12 | 13 | 13a | 14 | 15 | 15a | 16 | 17 | 18 | 19 | 20. | 21 | 22 | 23 | 24 | 25 |
| | Rs. As. P. | Rs. A. P. | Rs. A. P. | Rs. As. P. | Rs. As. P. | | Rs. A. P. | Rs. As. P. | Rs. As. P. | Rs. A. P. | Rs. As. P. | Rs. A. P. | | Rs. A. P. | Rs. A. P. |
| ... | 0 0 0 | 0 0 0 | 84 0 0 | 357 11 0 | 0 0 0 | ... | 0 0 0 | 4,432 0 8 | 4,299 0 8 | 133 0 0 | 4,432 0 8 | 0 0 0 | ... | 43 14 1 | 39 8 2 |
| ... | 0 0 0 | 0 0 0 | 72 0 0 | 42 15 0 | 0 0 0 | ... | 0 0 0 | 114 15 0 | 114 15 0 | 0 0 0 | 114 15 0 | 0 0 0 | ... | 2 0 3 | 0 0 0 |
| ... | 0 0 0 | 0 0 0 | 156 0 0 | 400 0 0 | 0 0 0 | ... | 0 0 0 | 4,546 15 8 | 4,413 15 8 | 133 0 0 | 4,546 15 8 | 0 0 0 | ... | 28 12 5 | 25 4 1 |
| ... | 0 0 0 | 0 0 0 | 144 0 0 | 474 0 0 | 0 0 0 | ... | 0 0 0 | 5,069 3 1 | 4,917 3 1 | 152 0 0 | 5,069 3 1 | 0 0 0 | ... | 41 3 5 | 36 3 0 |
| ... | 0 0 0 | 0 0 0 | 0 0 0 | 177 3 6 | 240 0 0 | ... | 0 0 0 | 609 3 6 | 609 3 6 | 0 0 0 | 609 3 6 | 0 0 0 | ... | 4 3 8 | 1 5 4 |
| ... | 0 0 0 | 0 0 0 | 0 0 0 | 177 3 6 | 240 0 0 | ... | 0 0 0 | 609 3 6 | 609 3 6 | 0 0 0 | 609 3 6 | 0 0 0 | ... | 4 3 8 | 1 5 4 |
| ... | 0 0 0 | 0 0 0 | 144 0 0 | 651 3 6 | 240 0 0 | ... | 0 0 0 | 5,678 6 7 | 5,526 6 7 | 152 0 0 | 5,678 6 7 | 0 0 0 | ... | 21 4 3 | 17 6 3 |
| ... | 0 0 0 | 0 0 0 | 1,266 0 0 | 4,916 6 0 | 130 0 0 | ... | 47 3 0 | 49,132 12 6 | 48,350 4 6 | 782 8 0 | 49,132 12 6 | 0 0 0 | ... | 42 11 7 | 37 8 1 |
| ... | 122 0 0 | 74 8 0 | 96 0 0 | 821 7 6 | 1,817 0 0 | ... | 23 0 0 | 4,186 7 6 | 4,039 15 6 | 72 0 0 | 4,111 15 6 | 74 8 0 | ... | 4 1 5 | 1 3 7 |
| .. | 122 0 0 | 74 8 0 | 1,362 0 0 | 5,737 13 6 | 1,947 0 0 | ... | 70 3 0 | 53,319 4 0 | 52,390 4 0 | 854 8 0 | 53,244 12 0 | 74 8 0 | .. | 24 11 1 | 20 6 7 |

COLIN BROWNING, M. A.,

*Director of Public Instruction, Oudh.*

## TABLE II A.—Government Schools of the Middle Class (Inferior Zil'a Schools for the

| | Locality, Zil'a | Tahsil | When Established | Number of pupils on the Rolls at the end of the year: Hindus. | Mahomedans. | Others | Total | Average daily attendance during the year | Average number of pupils on the Rolls during the year | Average Age | Number of pupils studying in each Language at the close of the year: English. | Urdu | Hindi | Persian. | Sanscrit | Arabic | Monthly rate of school ing fee | From Government | Proceeds of Endowment | Local rate of Assessment. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 2a | 3 | 4 | 5 | 6 | 7 | 8 | 8a | 8b | 9 | 9a | 9b | 9c | 9d | 9e | 10 | 11 | 12 | 13 |
| Inferior Zil'a Schools | Gonda Main School, ... | ... | Aug 1859, | 139 | 37 | 2 | 178 | 144 | 165 | 14 | 178 | 178 | 108 | 96 | . | ... | 2 annas to 2 Rs | 3,470 10 0 | | .. |
| | Branch No I | ... | ... | 54 | 26 | | 80 | 69 | 75 | 12 | .. | 56 | 56 | 22 | | | 2 annas to 2 Rs | 34 6 4½ | | ... |
| | Do No II | ... | .. | 25 | 37 | ... | 62 | 51 | 59 | 12 | | 62 | | 20 | ... | .. | 2 annas to 2 Rs. | 34 6 4½ | | ... |
| | Total of Branch Schools .. | ... | ... | 79 | 63 | | 142 | 120 | 134 | 12 | .. | 118 | 56 | 42 | .. | .. | 2 annas to 2 Rs | 68 12 9 | | ... |
| | Total of Main and Branch Schools | ... | ... | 218 | 100 | 2 | 320 | 264 | 299 | 13 | 178 | 296 | 164 | 138 | | .. | 2 annas to 2 Rs | 3,539 6 9 | | .. |
| | Pratábgarh Main School | ... | 12th March 1860. ... | 97 | 15 | | 112 | 84 | 102 | | 95 | 112 | 80 | 53 | | | ... | 2,807 2 0 | | . |
| | Branch No. I | ... | ... | 34 | 12 | | 46 | 36 | 52 | 13 | 7 | 46 | 46 | . | | .. | 1 anna to 5 Rs | 36 0 0 | | ... |
| | Total of Main and Branch Schools. | ... | ... | 131 | 27 | | 158 | 120 | 154 | 13 | 102 | 158 | 126 | 53 | | | 1 anna to 5 Rs | 2,843 2 0 | | .. |
| | Bharaich Main School | ... | April 1868, | 59 | 42 | 1 | 102 | 84 | 105 | | 68 | 102 | ... | 41 | | . | 2 annas to 3 Rs | 3,900 6 5 | | . |
| | Branch No I | ... | Decr. 1869, | 57 | 3 | | 60 | 45 | 52 | | ... | 2 | 58 | ... | | ... | 1 anna to 4 anas | 75 9 4 | | ... |
| | Do No II | ... | April 1870, | 31 | 30 | | 61 | 38 | 47 | 7 | .. | 61 | ... | 5 | ... | .. | 1 anna to 4 anas | 75 9 4 | | ... |
| | Do No. III | ... | Do. | 10 | 45 | | 55 | 34 | 45 | .. | .. | 55 | | 15 | ... | | 1 anna to 1 Re | 75 9 4 | .. | ... |
| | Total of Branch Schools | ... | ... | 98 | 78 | | 176 | 117 | 144 | | .. | 136 | 58 | 20 | .. | .. | 1 anna to 1 Re | 226 12 0 | ... | ... |
| | Total of Main and Branch Schools | ... | ... | 157 | 120 | 1 | 278 | 201 | 249 | 7 | 68 | 238 | 58 | 61 | | | 1 anna to 3 Rs | 4,127 2 5 | | . |
| | Total of Main Schools. | 3 | ... | 295 | 94 | 3 | 392 | 312 | 372 | 11 | 341 | 392 | 188 | 190 | .. | ... | 1 anna to 5 Rs. | 10,178 2 5 | | |
| | Total of Branch Schools | 6 | ... | 211 | 153 | .. | 364 | 273 | 330 | 11 | 7 | 300 | 160 | 62 | | | 1 anna to 2 Rs | 331 8 9 | | .. |
| | Total of Main and Branch Schools | 3 Schools with 6 Branches | ... | 506 | 247 | 3 | 756 | 585 | 702 | 11 | 348 | 692 | 348 | 252 | ... | | 1 anna to 5 Rs | 10,509 11 2 | | . |

A.

## Anglo Vernacular Town, and Vernacular Town Schools) in the Province of Oudh year 1871-72.

| Receipts. | | | | | | | Charges. | | | Excess of Receipts over Charges. | Excess of Charges over Receipts | Annual cost of educating each pupil | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| New Local Cess. | Subscriptions, Donations, &c. | Fees, Fines, &c. | Municipal Fund. | Sale of Books | Other Sources. | Total. | Current. | Extraordinary. | Total. | | | Total cost. | Cost of Government. |
| 13a | 14 | 15 | 15a | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 58 8 0 | 99 0 6 | 31 1 6 | ... | ... | 4 13 9 | 308 15 3 | 398 15 3 | ... | 398 15 3 | ... | ... | 5 5 1 | 1 2 3 |
| ... | 120 0 0 | 9 3 0 | ... | .. | ... | 329 11 7 | 329 11 7 | ... | 329 11 7 | ... | ... | 6 5 5 | 2 4 11 |
| ... | ... | ... | ... | ... | ... | 20 0 0 | 20 0 0 | ... | 20 0 0 | ... | .. | 1 2 9 | ... |
| ... | 120 0 0 | 9 3 0 | ... | . | ... | 349 11 7 | 349 11 7 | ... | 349 11 7 | ... | | 5 1 1 | 1 11 10 |
| ... | ... | 12 1 0 | 155 5 4 | ... | ... | 249 11 8 | 249 11 8 | ... | 249 11 8 | ... | | 3 15 5 | 1 4 11 |
| ... | ... | 20 8 6 | 170 5 4 | . | ... | 274 8 6 | 274 8 6 | ... | 274 8 6 | ... | ... | 5 2 10 | 1 9 3 |
| ... | ... | 29 7 0 | 132 5 4 | . | ... | 233 7 0 | 233 7 0 | ... | 233 7 0 | ... | ... | 3 8 7 | 1 1 4 |
| ... | ... | 11 13 0 | 155 5 4 | | ... | 249 8 2 | 249 8 2 | ... | 249 8 2 | ... | ... | 3 11 7 | 1 3 8 |
| ... | ... | 19 4 0 | 162 0 0 | . | ... | 274 12 0 | 274 12 0 | ... | 274 12 0 | ... | ... | 3 12 3 | 1 4 5 |
| ... | ... | 19 4 0 | 162 0 0 | . | ... | 274 12 0 | 274 12 0 | ... | 274 12 0 | ... | ... | 3 12 3 | 1 4 5 |
| 194 8 0 | 832 6 2 | 1,089 5 6 | 1,402 5 4 | ... | 59 11 3 | 16,793 12 6 | 16,367 1 0 | 410 11 6 | 16,777 12 6 | 16 0 0 | ... | 6 8 11 | 4 2 1 |
| 266 4 0 | 97 12 0 | 108 6 9 | 28 0 0 | ... | 16 8 0 | 1,356 4 6 | 1,356 4 6 | ... | 1,356 4 6 | ... | . | 2 1 2 | 0 2 5 |
| 460 12 0 | 930 2 2 | 1,197 12 3 | 1,430 5 4 | .. | 76 3 3 | 18,150 1 0 | 17,723 5 6 | 410 11 6 | 18,134 1 0 | 16 0 0 | | 5 10 9 | 3 5 5 |
| 569 8 0 | 4,012 11 9 | 4,424 5 0 | 1,402 5 4 | ... | 114 10 11 | 54,444 7 10 | 53,335 15 4 | 818 8 6 | 54,154 7 10 | 290 0 0 | . | 11 4 6 | 8 6 11 |
| 266 4 0 | 278 15 3 | 878 12 0 | 509 8 0 | . | 427 10 9 | 4,854 10 7 | 4,854 10 7 | ... | 4,854 10 7 | ... | ... | 2 5 3 | 0 3 4 |
| 835 12 0 | 4,321 1 0 | 5,303 1 0 | 1,911 13 4 | .. | 512 5 8 | 59,299 2 5 | 58,190 9 11 | 818 8 6 | 59,009 2 5 | 290 0 0 | . | 8 9 2 | 5 15 1 |

COLIN BROWNING, M. A.,

*Director of Public Instruction, Oudh.*

## TABLE III.—Government Schools of the Lower Class (Vil

| Name of Institution. | District. | Number of Schools. | When established. | Number of pupils on the Rolls at the end of the year. | | | | Average daily attendance during the year. | Average number of pupils on the Rolls during the year. | Average age. | Number of pupils stu at the close | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Hindús. | Mahomedans. | Others. | Total. | | | | English. | Urdú. | Hindí. |
| 1 | 2 | 2a | 3 | 4 | 5 | 6 | 7 | 8 | 8a | 8b | 9 | 9a | 9b |
| VILLAGE SCHOOLS. | Lucknow, with 14 branches. | 38 | 1867, 1868, 1869, 1870. | 1720 | 364 | 15 | 2099 | 1438 | 2117 | 11 | ... | 797 | 1250 |
| | Bára Banki, ... | 90 | 1867, 1868, 1869, 1870, 1871. | 2450 | 1439 | ... | 3889 | 2555 | 3236 | 13 | ... | 2008 | 919 |
| | Unáo, ... | 62 | 1865, 1866, 1867, 1868, 1869, 1870. | 2517 | 262 | 9 | 2788 | 2184 | 2756 | 11 | ... | 1219 | 1596 |
| | Sítápur, with 33 branches. | 74 | 1867, 1868, 1869, 1870, 1871. | 2845 | 741 | 17 | 3603 | 2335 | 2822 | ... | ... | 1748 | 1751 |
| | Hardui, ... | 83 | 1867, 1868, 1869, 1870, 1871, 1872. | 3120 | 398 | ... | 3518 | 2661 | 3308 | 11 | ... | 921 | 2638 |
| | Kheri, ... | 51 | 1867, 1868, 1869, 1870, 1871, 1872. | 1449 | 283 | ... | 1732 | 1197 | 1493 | 11 | ... | 562 | 1130 |
| | Faizabad, with 13 branches. | 68 | 1867, 1868, 1869, 1870, 1871, 1872. | 2026 | 700 | 16 | 2742 | 1774 | 2317 | ... | 14 | 1312 | 1406 |
| | Gonda, ... | 35 | 1867, 1868, 1869, 1870, 1871, 1872. | 1125 | 253 | 8 | 1386 | 670 | 768 | 14 | ... | 927 | 438 |
| | Bharaich, with 13 branches. | 46 | 1868, 1869, 1870, 1871. | 1451 | 431 | 2 | 1884 | 1188 | 1550 | 13 | ... | 1157 | 746 |
| | Rái Bareli, ... | 70 | 1866, 1867, 1868, 1869, 1870, 1871, 1872. | 2769 | 485 | 1 | 3255 | 2000 | 2628 | 13 | ... | 2064 | 1360 |
| | Sultánpur, ... | 69 | 1866, 1867, 1868, 1869, 1870, 1871, | 2017 | 394 | ... | 2411 | 1592 | 2166 | 15 | ... | 1697 | 746 |
| | Pratábgarh, ... | 61 | 1866, 1867, 1868, 1869, 1870, 1871. | 1733 | 485 | ... | 2218 | 1452 | 1915 | 14 | ... | 1147 | 1069 |
| | Total, ... | 747 Schools with 73 branches. | ... | 25222 | 6235 | 68 | 31525 | 21046 | 27076 | 11 | 14 | 16159 | 15049 |

A.

## lage Schools) in the Province of Oudh, for the year 1871-72.

| dying in each Language of the year. | | | Monthly rate of Schooling fee. | Receipts. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Persian. | Sanscrit. | Arabic. | | From Government. | Proceeds of Endowment. | Local rate of Assessment. | New Local Cess. | Subscriptions, Donations, &c. | Fees, Fines, &c. | Municipal Fund. | Sale of Books. | Other sources. | Total. |
| 9c | 9d | 9e | 10 | 11 | 12 | 13 | 13a | 14 | 15 | 15a | 16 | 17 | 18 |
| | | | | | | Rs. As. P. | | | Rs. As. P. | | | | Rs. As. P. |
| 255 | 34 | ... | 3 pie to 8 annas. | ... | ... | 5501 8 0 | ... | ... | 362 0 6 | ... | ... | ... | 5863 8 6 |
| 936 | 35 | ... | 3 pie to 8 annas. | ... | ... | 9650 6 6 | ... | ... | 822 4 9 | ... | ... | ... | 10472 11 3 |
| 181 | ... | ... | 3 pie to 4 annas. | ... | ... | 8408 15 11 | ... | ... | 476 10 6 | ... | ... | ... | 8885 10 5 |
| 147 | ... | ... | 3 pie to 4 annas. | ... | ... | 7596 6 1 | ... | ... | 729 9 9 | ... | ... | ... | 8325 15 10 |
| 181 | ... | ... | 3 pie to 8 annas. | ... | ... | 9020 14 7 | ... | ... | 1156 8 3 | ... | ... | ... | 10177 6 10 |
| 31 | 35 | ... | 6 pie to 8 annas. | ... | ... | 2579 7 0 | ... | ... | 181 12 6 | ... | ... | ... | 2761 3 6 |
| 181 | ... | ... | 6 pie to 1 anna. | ... | ... | 7644 15 8 | ... | ... | 705 15 0 | ... | ... | ... | 8350 14 8 |
| 45 | ... | ... | 3 pie to 2 annas. | ... | ... | 831 14 1 | ... | ... | 45 5 6 | ... | ... | ... | 877 3 7 |
| 248 | ... | ... | 3 pie to 8 annas. | ... | ... | 5256 0 11 | ... | ... | 604 11 0 | ... | ... | ... | 5860 11 11 |
| 329 | ... | ... | 3 pie to 4 annas. | ... | ... | 8912 13 3 | ... | ... | 394 3 9 | ... | ... | ... | 9307 1 0 |
| 221 | ... | ... | 6 pie to 8 annas. | ... | ... | 7226 11 0 | ... | ... | 542 15 0 | ... | ... | ... | 7769 10 0 |
| 241 | ... | ... | 3 pie to 2 annas. | ... | ... | 6846 7 11 | ... | ... | 164 7 6 | ... | ... | ... | 7010 15 5 |
| 2996 | 104 | ... | 3 pie to 8 annas. | ... | ... | 79476 8 11 | ... | ... | 6186 8 0 | ... | ... | ... | 85663 0 11 |

# APPENDIX A.—(*Continued.*)

| Name of Institution. | District. | Number of Schools. | When established. | Charges. Current. | Charges. Extraordinary. | Charges. Total. | Excess of Receipts over Charges. | Excess of Charges over Receipts. | Annual cost of educating each pupil. Total cost. | Annual cost of educating each pupil. Cost to Government | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| | | | | Rs. As. P. | Rs. As. P | Rs. As. P. | | | Rs. As. P. | | |
| VILLAGE SCHOOLS. | Lucknow, with 14 branches. | 38 | 1867, 1868, 1869, 1870. | 5382 8 3 | 481 0 3 | 5863 8 6 | ... | ... | 2 12 3 | ... | |
| | Bára Banki, ... | 90 | 1867, 1868, 1869, 1870, 1871. | 9494 12 11 | 977 14 4 | 10172 11 3 | ... | ... | 3 3 8 | ... | |
| | Unáo. ... | 62 | 1865, 1866, 1867, 1868, 1869, 1870. | 8347 8 4 | 538 2 1 | 8885 10 5 | ... | ... | 3 3 7 | ... | |
| | Sítápur, with 33 branches. | 74 | 1867, 1868, 1869, 1870, 1871. | 7211 8 6 | 1114 7 4 | 8325 15 10 | ... | ... | 2 15 2 | ... | |
| | Hardui, ... | 83 | 1867, 1868, 1869, 1870, 1871, 1872. | 9100 13 3 | 1076 9 7 | 10177 6 10 | ... | ... | 3 1 3 | ... | |
| | Kheri, ... | 51 | 1867, 1868, 1869, 1870, 1871, 1872. | 2470 11 7 | 290 7 11 | 2761 3 6 | ... | ... | 1 13 6 | ... | |
| | Faizabad, with 13 branches. | 68 | 1868, 1869, 1870, 1871, 1872. | 7502 2 2 | 848 12 6 | 8350 14 8 | ... | ... | 3 9 8 | ... | |
| | Gonda, ... | 35 | 1867, 1868, 1869, 1870, 1871, 1872. | 748 15 10 | 128 3 9 | 877 3 7 | ... | ... | 1 2 3 | ... | |
| | Bharaich, with 13 branches. | 46 | 1868, 1869, 1870, 1871. | 5158 9 2 | 702 2 9 | 5860 11 11 | ... | ... | 3 12 5 | ... | |
| | Rái Barelí, ... | 70 | 1866, 1867, 1868, 1869, 1870, 1871, 1872. | 8609 15 2 | 697 1 10 | 9307 1 0 | ... | ... | 3 9 1 | ... | |
| | Sultánpur, ... | 69 | 1866, 1867, 1868, 1869, 1870, 1871. | 7192 7 3 | 577 2 9 | 7769 10 0 | ... | ... | 3 9 5 | ... | |
| | Pratábgarh, ... | 61 | 1866, 1867, 1868, 1869, 1870, 1871. | 6429 7 2 | 581 8 3 | 7010 15 5 | ... | ... | 3 11 1 | ... | |
| | Total, ... | 747 Schools with 73 branches. | ... | 77649 7 7 | 8013 9 4 | 85663 0 11 | ... | ... | 3 2 8 | ... | |

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH,
*The 10th June* 1872.

COLIN BROWNING, M. A.,
*Director of Public Instruction, Oudh.*

## Table III A.—Government Female Schools in

| Name of Institution. | Locality. | When established. | No. of pupils on the rolls at the end of the year. Hindús. | Mahomedans. | Others. | Total. | Average daily attendance during the year. | Average number of pupils on the rolls during the year. | Average age. | No. of pupils studying in each language at the close of the year. English. | Urdú. | Hindí. | Persian. | Sanskrit. | Arabic. | Monthly rate of schooling fee. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 8 A | 8 B | 9 | 9 A | 9 B | 9 C | 9 D | 9 E | 10 |
| Thaterí Tola, ... ... | Lucknow City. | 17th August 1867,... | ... | 20 | ... | 20 | 15 | 18 | 10 | ... | 20 | ... | ... | ... | ... | ... |
| Hosseinabád, ... ... | | Ditto, ... | ... | 21 | ... | 21 | 14 | 19 | 16 | ... | 21 | ... | ... | ... | ... | ... |
| Newázganj, ... ... | | 23rd April 1867, ... | ... | 19 | ... | 19 | 14 | 18 | 15 | ... | 19 | ... | ... | ... | ... | ... |
| Kázmáin ... ... | | Ditto, ... | ... | 20 | ... | 20 | 15 | 19 | 16 | ... | 20 | ... | ... | ... | ... | ... |
| Rustumnagger, ... ... | | May 1867, ... | ... | 22 | ... | 22 | 16 | 20 | 15 | ... | 22 | ... | ... | ... | ... | ... |
| Maqbulganj (Mahomedan,) | | March 1871, ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Golúganj, ... ... | | January 1871, ... | ... | 10 | 2 | 12 | 10 | 12 | 13 | ... | 12 | ... | ... | ... | ... | ... |
| Jhawái Tola I, ... ... | | October 1870, ... | ... | 18 | ... | 18 | 14 | 15 | 15 | ... | 18 | ... | ... | ... | ... | ... |
| Jhawái Tola II, ... ... | | January 1871, ... | ... | 20 | ... | 20 | 15 | 24 | 14 | ... | 20 | ... | ... | ... | ... | ... |
| Maqbulganj (Hindú,) ... | | October 1867, ... | 23 | 5 | ... | 28 | 18 | 28 | 12 | ... | ... | 28 | ... | ... | ... | ... |
| Haidarganj, ... ... | | June 1871, ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Fatehganj, ... ... | | Ditto, ... | 16 | 1 | ... | 17 | 15 | 19 | 7 | ... | ... | 17 | ... | ... | ... | ... |
| Mahbubganj, ... ... | | February 1871, ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Husseinganj, ... ... | | January 1872, ... | 13 | ... | ... | 13 | 11 | 13 | 11 | ... | ... | 13 | ... | ... | ... | ... |
| Total, ... | 14 Schools, | ..... | 52 | 156 | 2 | 210 | 157 | 205 | 10 | ... | 152 | 58 | ... | ... | ... | ... |
| Bakass Kattra, ... ... | Lucknow District. | December 1868, ... | 18 | ... | ... | 18 | 14 | 17 | 10 | ... | ... | 18 | ... | ... | ... | ... |
| Goshúinganj, ... ... | | April 1868, ... | 19 | .. | ... | 19 | 14 | 18 | 11 | ... | ... | 19 | ... | ... | ... | ... |
| Amethí, ... ... | | October 1870, ... | ... | 25 | ... | 25 | 19 | 25 | 10 | ... | 25 | ... | ... | ... | ... | ... |
| Mow. ... ... | | March 1870, ... | 15 | ... | ... | 15 | 11 | 14 | 8 | .. | ... | 15 | ... | ... | ... | ... |
| Thawar, ... ... | | October 1870, ... | 24 | 1 | ... | 25 | 16 | 22 | 9 | ... | ... | 25 | ... | ... | ... | ... |
| Kakorí, ... ... | | August 1870, ... | ... | 9 | ... | 9 | 14 | 15 | 10 | ... | 9 | ... | ... | ... | ... | ... |
| Kasmandi, ... ... | | October 1870, ... | ... | 9 | ... | 9 | 9 | 10 | 9 | ... | 9 | ... | ... | ... | ... | ... |
| Mall, ... ... | | April 1870, ... | 17 | ... | 1 | 18 | 11 | 18 | 9 | ... | ... | 18 | ... | ... | ... | ... |
| Mandiaon, ... ... | | February 1870, ... | ... | 15 | .. | 15 | 11 | 15 | 11 | ... | 15 | ... | ... | ... | ... | ... |
| Mahona, ... ... | | March 1870, ... | ... | 18 | ... | 18 | 10 | 14 | 11 | ... | 18 | ... | ... | ... | ... | ... |
| Khálispur, ... ... | | June 1870, ... | ... | 21 | ... | 21 | 16 | 22 | 10 | ... | 21 | ... | ... | ... | ... | ... |
| Ujurriaon, ... ... | | October 1871, ... | ... | 30 | ... | 30 | 23 | 28 | 8 | ... | 30 | ... | ... | ... | ... | ... |
| Sursawan, ... ... | | February 1872, ... | 15 | ... | ... | 15 | 13 | 15 | 12 | ... | ... | 15 | ... | ... | ... | ... |
| Bakhtiyárnagger, ... | | June 1869, ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Total, ... | 14 Schools, | ..... | 108 | 128 | 1 | 237 | 181 | 233 | 9 | ... | 127 | 110 | ... | ... | ... | ... |
| Mirzaganj, ... ... | Lucknow District. | June 1869, ... | ... | 72 | ... | 72 | 42 | 60 | 8 | ... | 72 | .. | 10 | ... | 31 | ... |
| Múnshíganj, ... ... | | 19th August 1871,... | 17 | ... | ... | 17 | 15 | 19 | 8 | ... | 3 | 16 | ... | ... | ... | ... |
| Saddarpur, ... ... | | December 1867, ... | ... | 44 | ... | 44 | 21 | 27 | 18 | ... | 44 | ... | 3 | ... | 10 | ... |
| Malihabád, ... ... | | Ditto, ... | ... | 24 | ... | 14 | 14 | 20 | 8 | ... | 24 | ... | ... | ... | 2 | ... |
| Kewalhár, ... ... | | December 1869, ... | ... | 19 | ... | 19 | 13 | 16 | 10 | ... | 19 | ... | ... | ... | 6 | ... |
| Total, ... | 5 Schools,... | ..... | 17 | 159 | ... | 176 | 105 | 142 | 10 | ... | 162 | 16 | 13 | ... | 49 | ... |
| Grand Total, ... | 33 Schools. | ..... | 177 | 443 | 3 | 623 | 443 | 580 | 10 | ... | 441 | 184 | 13 | ... | 49 | ... |

# A.

## the Province of Oudh, for the year 1871-72.

| Receipts. | | | | | | | | | | Charges. | | | Excess of Receipts over Charges. | Excess of Charges over Receipts. | Annual cost of educating each pupil. | | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| From Government. | Proceeds of Endowment. | Local rate of Assessment | New Local Cess. | Subscriptions, donations &c. | Fees Fines, &c. | Municipal Fund. | Sale of books. | Other sources. | Total. | Current. | Extraordinary. | Total. | | | Total cost. | Cost to Government. | |
| 11 | 12 | 13 | 13A. | 14 | 15 | 15A. | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| Rs. As. P. | | Rs. As. P. | | Rs. A. P. | | | | Rs. A. P. | Rs. As. P. | Rs. As. P. | Rs. As. P. | Rs. As. P. | | | Rs. A. P. | Rs. A. P. | |
| ... | ... | ... | ... | 85 8 0 | ... | ... | .. | ... | 85 8 0 | 85 8 0 | ... | 85 8 0 | ... | ... | 4 1 2 | ... | |
| ... | ... | 20 0 0 | ... | ... | ... | ... | ... | ... | 20 0 0 | 20 0 0 | ... | 20 0 0 | ... | ... | 0 15 3 | ... | |
| ... | ... | 20 4 0 | ... | ... | ... | ... | ... | ... | 20 4 0 | 20 4 0 | ... | 20 4 0 | ... | ... | 0 10 1 | ... | |
| ... | ... | 18 1 4 | ... | ... | ... | ... | ... | ... | 18 1 4 | 18 1 4 | ... | 18 1 4 | ... | ... | 0 11 1 | ... | |
| ... | .. | 5 4 0 | ... | ... | ... | ... | ... | ... | 5 4 0 | 5 4 0 | ... | 5 4 0 | ... | ... | 0 4 2 | ... | |
| ... | ... | 5 4 0 | ... | ... | ... | ... | .. | ... | 5 4 0 | 5 4 0 | ... | 5 4 0 | ... | ... | 0 2 8 | ... | |
| ... | ... | 5 4 0 | ... | ... | ... | ... | ... | ... | 5 4 0 | 5 4 0 | ... | 5 4 0 | ... | ... | 0 3 8 | ... | |
| ... | ... | 74 1 4 | ... | 85 8 0 | ... | ... | ... | ... | 159 9 4 | 159 9 4 | ... | 159 9 4 | ... | ... | 0 14 7 | ... | |
| 1012 12 0 | ... | ... | ... | ... | ... | ... | ... | ... | 1012 12 0 | 1012 12 0 | ... | 1012 12 0 | ... | ... | 8 12 11 | 8 12 11 | |
| 1012 12 0 | ... | ... | ... | ... | ... | ... | ... | ... | 1012 12 0 | 1012 12 0 | ... | 1012 12 0 | ... | ... | 8 12 11 | 8 12 11 | |
| ... | ... | 48 12 0 | ... | ... | ... | ... | ... | ... | 48 12 0 | 48 0 0 | 0 12 0 | 48 12 0 | ... | ... | 1 11 10 | ... | |
| ... | ... | 45 12 0 | ... | ... | ... | ... | ... | ... | 45 12 0 | 45 0 0 | 0 12 0 | 45 12 0 | ... | ... | 3 8 4 | ... | |
| ... | ... | 94 8 0 | ... | ... | ... | ... | ... | ... | 94 8 0 | 93 0 0 | 1 8 0 | 94 8 0 | ... | ... | 2 4 10 | ... | |
| 1012 12 0 | ... | 94 8 0 | ... | ... | .. | ... | ... | ... | 1107 4 0 | 1105 12 0 | 1 8 0 | 1107 4 0 | ... | ... | 7 1 7 | 6 7 10 | |
| 98 0 0 | ... | ... | ... | ... | ... | ... | ... | 0 8 6 | 98 8 6 | 98 8 6 | ... | 98 8 6 | ... | ... | 4 7 8 | 4 7 3 | Closed during the year. |
| 17 8 9 | ... | ... | ... | ... | ... | ... | ... | ... | 17 8 9 | 17 8 9 | ... | 17 8 9 | ... | ... | ... | ... | |
| 115 8 9 | ... | ... | ... | ... | ... | ... | ... | 0 8 6 | 116 1 3 | 116 1 3 | ... | 116 1 3 | ... | ... | 5 4 5 | 5 4 0 | |
| ... | ... | 71 0 0 | ... | ... | ... | ... | .. | ... | 71 0 0 | 71 0 0 | ... | 71 0 0 | ... | ... | 3 15 1 | ... | |
| ... | ... | 71 0 0 | ... | ... | ... | ... | ... | ... | 71 0 0 | 71 0 0 | ... | 71 0 0 | ... | ... | 4 11 8 | ... | |
| ... | ... | 142 0 0 | ... | ... | ... | ... | ... | ... | 142 0 0 | 142 0 0 | ... | 142 0 0 | ... | ... | 4 4 10 | ... | |
| 349 9 6 | ... | ... | ... | ... | ... | ... | ... | ... | 349 9 6 | 349 9 6 | ... | 349 9 6 | ... | ... | 4 3 5 | 4 3 5 | |
| 349 9 6 | ... | ... | ... | .. | ... | ... | ... | ... | 349 9 6 | 349 9 6 | ... | 349 9 6 | ... | ... | 4 3 5 | 4 3 5 | |
| 349 9 6 | ... | 142 0 0 | ... | ... | ... | ... | ... | ... | 491 9 6 | 491 9 6 | ... | 491 9 6 | ... | ... | 4 3 10 | 3 0 3 | |
| ... | ... | 60 0 0 | ... | ... | ... | ... | ... | ... | 60 0 0 | 60 0 0 | ... | 60 0 0 | ... | ... | 3 8 11 | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | 48 0 0 | 48 0 0 | 48 0 0 | ... | 48 0 0 | ... | ... | 2 8 5 | ... | |
| 5977 11 0 | ... | 2407 1 3 | ... | 85 8 0 | ... | ... | ... | 107 1 9 | 8577 6 0 | 8419 10 3 | 127 11 9 | 8577 6 0 | .. | ... | 5 3 3 | 3 10 0 | |

COLIN BROWNING, M. A.,

*Director of Public Instruction, Oudh.*

## TABLE III B.—Government Jail Schools in

| Name of Institution. | Locality. | When Established. | Number of pupils on the Rolls at the end of the year. | | | | Average daily attendance during the year. | Average number of pupils on the Rolls during the year. | Average age. | Number of pupils studying in each Language at the close of the year. | | | | | | Monthly rate of schooling fee. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Hindús. | Mahomedans. | Others. | Total. | | | | English. | Urdú. | Hindí. | Persian. | Sanscrit. | Arabic. | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 8a. | 8b. | 9 | 9a. | 9b. | 9c. | 9d. | 9e. | 10 |
| Jail School Lucknow, | Durgá Kheirá Lucknow. | 27th Septr. 1867. | 44 | 19 | 1 | 64 | 62 | 71 | 21 | .. | 21 | 43 | .. | .. | .. | .. |
| Jail School Sultánpur, | Sultánpur, | 1867, | 2 | .. | .. | 2 | 2 | 2 | 13 | .. | .. | 2 | .. | .. | ... | .. |
| Total, .. | 2 Schools, | .. | 46 | 19 | 1 | 66 | 64 | 73 | 17 | .. | 21 | 45 | .. | .. | .. | .. |

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH.
*The 19th June 1872.*

A.

## the Province of Oudh, for the year 1871-72.

| Receipts. | | | | | | | | | | Charges. | | | Excess of Receipts over Charges. | Excess of Charges over Receipts. | Annual cost of educating each pupil. | | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| From Government. | Proceeds of Endowment. | Local rate of Assessment. | New Local Cess. | Subscriptions, donations &c. | Fees fines &c. | Municipal Fund. | Sale of Books. | Other Sources. | Total. | Current. | Extraordinary. | Total. | | | Total cost. | Cost to Government. | |
| 11 | 12 | 13 | 13a. | 14 | 15 | 15a. | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| .. | .. | .. | .. | .. | .. | .. | .. | 360 0 0 | 360 0 0 | 360 0 0 | .. | 360 0 0 | .. | .. | 5 1 2 | .. | |
| .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | |
| .. | .. | .. | .. | .. | .. | .. | .. | 360 0 0 | 360 0 0 | 360 0 0 | .. | 360 0 0 | .. | .. | 4 14 9 | .. | |

COLIN BROWNING, M. A.,

*Director of Public Instruction, Oudh.*

## TABLE IV.—Private Colleges and Collegiate Institutions in the Province of

| | Name of Institution. | Locality. | When Established. | Number of pupils on the Rolls at the end of the year. Hindus. | Mahomedans. | Others. | Total. | Average daily attendance during the year. | Average number of pupils on the Rolls during the year. | Average age. |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 8a | 8b |
| CANNING COLLEGE. | College Department, .. | Amínábád, .. .. | January 1866, .. | 49 | 7 | ... | 56 | 40 | 46 | 20 |
| | School Department, .. | Ditto, .. .. | 1st April 1864, .. | 230 | 65 | 22 | 317 | 254 | 297 | 16 |
| | Oriental Department, .. | Ditto, .. .. | Ditto, .. | 53 | 70 | ... | 123 | 136 | 165 | 14 |
| | Preparatory School,.. .. | Ditto, .. .. | February 1870, .. | 145 | 52 | 19 | 216 | 187 | 224 | 13 |
| | Law Department, .. .. | Ditto, .. .. | ..... | 7 | 1 | ... | *46<br>8 | 21<br>6 | 29<br>7 | ... |
| | Total, .. .. | 1 College, .. .. | ..... | 484 | 195 | 41 | 720 | 623 | 739 | 13 |

* Of the 46 students in the Law Department 38 are also students of the College Department. Hence the

A.

## Oudh, open to Government Inspection for 1871-72, (Aided by Government).

| Number of pupils studying in each Language at the close of the year. | | | | | | Monthly rate of Schooling fee. | Receipts. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| English. | Urdu. | Hindi. | Persian. | Sanscrit. | Arabic. | | From Government. | Proceeds of Endowment | Local rate of Assessment. | New Local Cess. | Subscriptions, Donations, &c. | Fees, Fines, &c. | Municipal Fund. | Sale of Books. | Other sources. | Total. |
| 9 | 9a | 9b | 9c | 9d | 9e | 10 | 11 | 12 | 13 | 13a | 14 | 15 | 15a | 16 | 17 | 18 |
| | | | | | | | Rs. A. P. | | | | Rs. A. P. | Rs. A. P. | | | Rs. A. P. | Rs. A. P. |
| 56 | ... | ... | ... | 46 | 10 | 8 annas to 5 Rupees. | 13145 12 11 | ... | ... | ... | 13282 8 11 | 146 0 0 | ... | ... | 6538 9 6 | 33112 15 4 |
| 317 | 264 | ... | ... | 81 | 52 | | 8535 13 10 | ... | ... | ... | 8845 15 10 | 2110 11 0 | ... | ... | ... | 19492 8 8 |
| ... | ... | 18 | 41 | 13 | 51 | | 2973 6 3 | ... | ... | ... | 3925 2 5 | 34 1 0 | ... | ... | ... | 6932 9 8 |
| 216 | 216 | ... | ... | ... | ... | | 2259 0 4 | ... | ... | ... | 3374 12 6 | 1667 9 0 | ... | ... | ... | 7301 5 10 |
| 8 | ... | ... | ... | ... | ... | | 1078 1 0 | ... | ... | ... | 3145 10 2 | 100 0 0 | ... | ... | ... | 4323 11 2 |
| 597 | 480 | 18 | 41 | 140 | 113 | 8 annas to 5 Rs. | 27992 2 4 | ... | .. | ... | 32574 1 10 | 4058 5 0 | ... | ... | 6538 9 6 | 71163 2 8 |

total is 720 and not 758 as it would appear to be. In the Law Department are only 8 *out* students.

# APPENDIX A.—(*Continued.*)

| Name of Institution. | Locality. | When Established. | Charges. | | | Excess of Receipts over charges. | Excess of charges over Receipts. | Annual cost of educating each pupil. | | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | Current. | Extraordinary. | Total. | | | Total cost. | Cost to Government. | |
| | | | 19 | 20 | 21 | 22 | 23 | 24 | 25 | |
| | | | Rs. A. P. | Rs. A. P. | Rs. A. P. | Rs. A. P. | | Rs. A. P. | Rs. A. P. | |
| CANNING COLLEGE. College Department. | Amínábád, | January 1866, | 25895 15 8½ | 470 0 0 | 26365 15 8½ | 6746 15 7½ | ... | 573 2 9 | 285 12 5 | |
| School Department. | Ditto, .. | 1st April 1864, | 17288 4 6½ | ... | 17288 4 6½ | 2204 4 1½ | ... | 58 3 4 | 28 11 10 | |
| Oriental Department. | Ditto, .. | Ditto, .. | 6524 4 6½ | ... | 6524 4 6½ | 408 5 1½ | ... | 39 8 8 | 18 0 4 | |
| Preparatory School. | Ditto, .. | Februay 1870, | 5384 4 6½ | .. | 5384 4 6½ | 1917 1 3½ | ... | 24 0 7 | 10 1 4 | |
| Law Department. | Ditto, .. | ... | 3600 0 0 | ... | 3600 0 0 | 723 11 2 | ... | 124 15 0 | 36 14 8 | |
| Total, .. | 1 College, | ... | 58692 13 4 | 470 0 0 | 59162 13 4 | 12000 5 4 | ... | 80 0 11 | 37 14 1 | |

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH.
*The 19th June 1872.*

COLIN BROWNING, M. A.,
*Director of Public Instruction, Oudh.*

## TABLE V Private Schools of the Higher Class in the Province of Oudh,

| Name of Institution. | Locality. | When Established. | Number of pupils on the Rolls at the end of the year. | | | | Average daily attendance during the year. | Average number of pupils on the Rolls during the year. | Average age. | Number of pupils studying in each Language at the close of the year. | | | | | | Monthly rate of schooling fee. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Hindús. | Mahomedans. | Others. | Total. | | | | English. | Hindí. | Urdú. | Persian. | Sanserit. | Arabic. | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 8a. | 8b. | 9 | 9a. | 9b. | 9c. | 9d. | 9e. | 10 |
| Balrámpur School, ... | Balrámpur, ... | 1861 | 159 | 37 | 4 | 200 | 140 | 176 | 12 | 96 | 137 | 148 | 58 | ... | ... | 1 ana to 2 Rs. |
| Total .. | 1 School, ... | ... | 159 | 37 | 4 | 200 | 140 | 176 | 12 | 96 | 137 | 148 | 58 | ... | ... | 1 ana to 2 Rs. |

LUCKNOW;
OFFICE OF DIRECTOR OF P. I., OUDH,
*The 19th June* 1872.

A.

## Open to Government Inspection for the year 1871-12, (aided by Government.)

| Receipts. | | | | | | | | | | Charges. | | | Excess of Receipts over Charges. | Excess of Charges over Receipts. | Annual cost of educating each pupil. | | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| From Government. | Proceeds of Endowment. | Local rate of assessment. | New Local Cess. | Subscriptions, Donations &c. | Fees, Fines &c. | Municipal Fund &c. | Sale of Books. | Other sources. | Total. | Current. | Extraordinary. | Total. | | | Total. | Cost to Government. | |
| 11 | 12 | 13 | 13a. | 14 | 15 | 15a. | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| Rs. A. P. | | | | Rs. A. P. | Rs. A. P. | | | | Rs. A. P. | Rs. A. P. | | Rs. A. P. | Rs. A. P. | | Rs. A. P. | Rs. A. P. | |
| 1634 0 0 | ... | ... | ... | 2050 0 0 | 267 0 0 | ... | ... | ... | 3951 9 0 | 3951 5 6 | ... | 3951 5 6 | 0 3 6 | ... | 22 7 3 | 9 4 7 | |
| 1634 0 0 | ... | ... | ... | 2050 0 0 | 267 9 0 | ... | ... | ... | 3951 9 0 | 3951 5 6 | ... | 3951 5 6 | 0 3 6 | ... | 22 7 3 | 9 4 7 | |

COLIN BROWNING, M. A.

*Director of Public Instruction, Oudh*

## TABLE V A.—Private Schools of the Middle Class in the Province of Oudh open to

| Name of Institution. | Locality. | When established. | Number of pupils on the rolls at the end of the year. | | | | Average daily attendance during the year. | Average number of pupils on the rolls during the year. | Average age. | Number of pupils studying in each Language at the close of the year. | | | | | | Monthly rate of schooling fee. | From Government. | Proceeds of Endowment. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Hindús. | Mahomedans. | Others. | Total. | | | | English. | Urdú. | Hindí. | Persian. | Sanscrit. | Arabic. | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 8a | 8b | 9 | 9a | 9b | 9c | 9d | 9e | 10 | 11 | 12 |
| | | | | | | | | | | | | | | | | Aided Schools Anglo-Vernacular. | R. A. P. | |
| Ajodhya Main School, ... | Ajodhya, ... | 1865, | 111 | 13 | . | 124 | 86 | 124 | 15 | 51 | 81 | 81 | 24 | 43 | ... | 1 ana to 1 Re. | 645 0 0 | .. |
| Zaidpur Main School, ... | Zaidpur, ... | 20th Dec ,64, | 16 | 18 | ... | 34 | 33 | 51 | 12 | 12 | 34 | ... | 34 | ... | ... | 1 ana to 2 as. | 460 0 0 | ... |
| Branch No. 1, ... | ..... | October ,70, | 3 | 24 | ... | 27 | 18 | 26 | 11 | ... | 27 | ... | ... | ... | ... | 6 pie to 1 ana. | ... | ... |
| Total of Main & Branch Schools, | ..... | ..... | 19 | 42 | ... | 61 | 51 | 77 | 12 | 12 | 61 | ... | 34 | ... | ... | 6 pie to 2 as. | 460 0 0 | ... |
| Fattehpur Main School, .. | Fattehpur, ... | 1st Jan. ,65, | 60 | 23 | ... | 83 | 68 | 74 | 12 | 32 | 53 | 41 | ... | ... | ... | 1 ana to 8 as. | 480 0 0 | ... |
| Branch No. 1, ... | Ditto, ... | 1871, | 12 | 12 | ... | 24 | 19 | 20 | ... | ... | 23 | ... | ... | ... | ... | ... | | |
| Total of Main & Branch Schools, | ..... | ..... | 72 | 35 | ... | 107 | 87 | 94 | 12 | 32 | 76 | ... | ... | ... | ... | 1 ana to 8 as. | 480 0 0 | ... |
| Mallawan Main School, ... | Mallawan, ... | 1st Jan. ,65, | 106 | 19 | ... | 125 | 98 | 128 | 10 | 51 | 74 | 27 | 46 | ... | ... | 6 pie to 2 as. | 296 6 0 | ... |
| Evening School. Lucknow, ... | Lucknow, ... | July ,67, | 13 | 5 | ... | 18 | 18 | 31 | 23 | 18 | ... | ... | ... | ... | ... | 1 Re. to 5 Rs. | 450 0 0 | ... |
| Mahmudabad Main School, ... | Mahmudabad, ... | 1st June ,68, | 70 | 44 | ... | 114 | 71 | 86 | .. | 30 | 54 | 52 | 16 | ... | 8 | 1 ana to 1 Re. | 1014 0 0 | ... |
| Branch No. 1, ... | Gulramau, ... | 1869, | 21 | 7 | ... | 28 | 19 | 27 | ... | ... | 10 | 20 | ... | ... | .. | ... | 36 0 0 | ... |
| Total of Branch Schools, ... | ..... | ..... | 21 | 7 | ... | 28 | 19 | 27 | ... | ... | 10 | 20 | ... | ... | ... | ... | 36 0 0 | ... |
| Total of Main & Branch Schools, | ..... | ..... | 91 | 51 | ... | 142 | 90 | 113 | ... | 30 | 64 | 72 | 16 | ... | 8 | 1 ana to 1 Re. | 1050 0 0 | ... |
| Akouna Main School, ... | Akouná, ... | 10th Sept. ,68, | 51 | 9 | ... | 60 | 36 | 63 | 14 | 22 | 41 | 14 | 8 | ... | 1 | 1 ana to 2 as. | 420 0 0 | ... |
| Branch No. 1, ... | Tandua, ... | 10th Jan. ,72, | 32 | 4 | ... | 36 | 19 | 32 | 10 | ... | ... | 36 | ... | 2 | ... | ... | ... | ... |
| Branch No. 2, ... | Balapur, ... | 23rd Jan. ,72, | 29 | 1 | ... | 30 | 17 | 24 | 12 | ... | 30 | ... | 2 | ... | ... | 6 pie. | ... | ... |
| Total of Branch Schools, ... | ..... | ..... | 61 | 5 | .. | 66 | 36 | 56 | 11 | ... | 30 | 36 | 2 | 2 | ... | 6 pie. | ... | ... |
| Total of Main & Branch Schools, | ..... | ..... | 112 | 14 | ... | 126 | 72 | 119 | 13 | 22 | 71 | 50 | 10 | 2 | 1 | 6 pie to 2 as. | 420 0 0 | ... |
| Boundí Main School, ... | Boundí, ... | 12th Nov. ,68, | 72 | 11 | ... | 83 | 52 | 77 | 13 | 40 | 70 | 20 | 14 | ... | ... | 1 ana to 8 as. | 547 4 11 | ... |
| Branch No. 1, ... | Rehowa, ... | 5th Oct. ,71, | 31 | 3 | ... | 34 | 23 | 34 | 11 | ... | 11 | 21 | 4 | ... | ... | 6 pie to 8 as. | ... | ... |
| Do. No. 2, ... | Golagunj, ... | ..... | 47 | ... | ... | 47 | 20 | 44 | 9 | ... | 21 | 26 | ... | ... | ... | 6 pie to 4 as. | ... | ... |
| Do. No. 3, ... | Sáingáon, ... | ..... | 30 | 2 | ... | 32 | 21 | 31 | 9 | ... | 16 | 16 | ... | ... | ... | 6 pie to 4 as | ... | ... |
| Do. No. 4, ... | Bannawh, ... | 20th Nov. ,71, | 25 | 2 | ... | 27 | 15 | 20 | 9 | ... | 21 | 3 | 3 | ... | ... | 6 pie to 3 as. | ... | ... |
| Total of Branch Schools, ... | ..... | ..... | 133 | 7 | ... | 140 | 79 | 129 | 10 | ... | 69 | 66 | 7 | ... | ... | 6 pie to 8 as. | ... | ... |
| Total of Main & Branch Schools, | ..... | ..... | 205 | 18 | ... | 223 | 131 | 206 | 10 | 40 | 139 | 86 | 21 | ... | ... | 6 pie to 8 as. | 547 4 11 | ... |

A.

# Government Inspection for the year 1871-72, (Aided and Unaided by Government.)

| Receipts. | | | | | | | | Charges. | | | | | Annual cost of educating each pupil. | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Local rate of Assessment. | New Local Cess. | Subscriptions, Donations &c. | Fees, Fines &c. | Municipal Fund. | Sale of Books. | Other sources. | Total. | Current. | Extraordinary. | Total. | Excess of Receipts over Charges. | Excess of Charges over Receipts. | Total Cost. | Cost to Government. | Remarks. |
| 13 | 13a | 14 | 15 | 15a | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | |
| 120 0 0 | 51 0 0 | 76 6 1 | 16 0 0 | ... | ... | ... | 342 2 10 | 342 2 10 | ... | 342 2 10 | ... | ... | 5 11 3 | 1 5 0 | |
| 120 0 0 | 90 0 0 | 106 0 0 | 49 1 6 | ... | ... | 5 6 9 | 496 8 3 | 496 8 3 | ... | 496 8 3 | ... | ... | 4 11 7 | 1 3 2 | |
| 8 0 0 | ... | ... | 6 0 0 | ... | ... | ... | 14 0 0 | 12 0 0 | 2 0 0 | 14 0 0 | ... | ... | 0 14 2 | ... | |
| 128 0 0 | 90 0 0 | 106 0 0 | 55 1 6 | ... | ... | 5 6 9 | 510 8 3 | 508 8 3 | 2 0 0 | 510 8 3 | ... | ... | 3 12 1 | 0 14 9 | |
| ... | ... | 100 12 0 | 19 4 0 | ... | ... | ... | 240 0 0 | 240 0 0 | ... | 240 0 0 | ... | ... | 4 0 0 | 2 0 0 | |
| ... | ... | 255 0 9 | 41 13 6 | ... | ... | ... | 551 15 0 | 551 15 0 | ... | 551 15 0 | ... | ... | 6 9 1 | 3 0 7 | |
| ... | ... | 220 0 0 | 22 8 0 | ... | ... | ... | 462 8 0 | 462 8 0 | ... | 462 8 0 | ... | ... | 7 2 0 | 3 6 1 | |
| 37 10 10 | 4 0 0 | 282 0 0 | 35 10 0 | ... | ... | ... | 641 4 10 | 637 4 10 | ... | 637 4 10 | 4 0 0 | ... | 4 12 1 | 2 1 8 | |
| ... | 14 0 0 | 230 4 8 | 32 2 6 | ... | ... | ... | 506 11 10 | 492 11 10 | ... | 492 11 10 | 14 0 0 | ... | 6 13 6 | 3 2 8 | |
| ... | ... | 224 0 0 | 24 9 6 | ... | ... | ... | 472 9 6 | 472 9 6 | ... | 472 9 6 | ... | ... | 6 6 2 | 3 0 5 | |
| ... | ... | 205 8 0 | 27 12 0 | ... | .. | ... | 438 12 0 | 438 12 0 | ... | 438 12 0 | ... | ... | 6 10 4 | 3 1 10 | |
| 56 0 0 | ... | 218 3 0 | 17 6 0 | ... | ... | ... | 509 12 0 | 509 12 0 | ... | 509 12 0 | ... | ... | 7 1 3 | 3 0 6 | |
| ... | 4 0 0 | 218 12 0 | 24 14 0 | ... | ... | ... | 466 6 0 | 462 6 0 | ... | 462 6 0 | 4 0 0 | ... | 7 7 4 | 3 8 5 | |
| 16 9 9 | ... | 465 13 2 | 46 12 0 | ... | ... | ... | 778 8 3 | 706 5 6 | 68 0 6 | 774 6 0 | 4 2 3 | ... | 7 10 8 | 2 7 6 | |
| 25 0 0 | ... | 30 0 0 | 14 8 0 | ... | ... | ... | 69 8 0 | 69 8 0 | ... | 69 8 0 | ... | ... | 1 14 10 | ... | |
| 25 0 0 | ... | 30 0 0 | 12 14 0 | ... | ... | ... | 67 14 0 | 67 14 0 | ... | 67 14 0 | ... | ... | 1 15 11 | ... | |
| 25 0 0 | ... | 30 0 0 | 7 6 6 | ... | ... | ... | 62 6 6 | 62 6 6 | ... | 62 6 6 | ... | ... | 3 1 11 | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 75 0 0 | ... | 90 0 0 | 34 12 6 | ... | ... | ... | 199 12 6 | 199 12 6 | ... | 199 12 6 | ... | ... | 1 10 1 | ... | |
| 91 9 9 | ... | 555 13 2 | 81 8 6 | ... | ... | ... | 978 4 9 | 906 2 0 | 68 0 6 | 974 2 6 | 4 2 3 | ... | 4 6 10 | 1 2 1 | |
| ... | ... | 160 15 0 | 30 6 9 | ... | ... | ... | 335 5 9 | 320 6 9 | 14 15 0 | 335 5 9 | ... | ... | 5 6 6 | 2 5 2 | |
| ... | ... | 180 0 0 | 21 7 0 | ... | ... | 58 1 6 | 439 8 6 | 391 5 3 | 48 3 3 | 439 8 6 | ... | ... | 7 9 3 | 3 1 8 | |
| 120 0 0 | 87 0 0 | 105 15 3 | 59 6 0 | ... | ... | ... | 504 13 3 | 504 13 3 | ... | 504 13 3 | ... | ... | 4 12 11 | 1 4 2 | |
| ... | 432 0 0 | 96 0 0 | 57 10 6 | ... | ... | 0 6 0 | 706 0 6 | 706 0 6 | ... | 706 0 6 | ... | ... | 6 4 10 | 1 1 1 | |
| 6 0 0 | ... | ... | 1 1 0 | ... | ... | 3 4 0 | 10 5 0 | 10 5 0 | ... | 10 5 0 | ... | ... | 0 6 10 | ... | |
| 6 0 0 | 432 0 0 | 96 0 0 | 58 11 6 | ... | ... | 3 10 0 | 716 5 6 | 716 5 6 | ... | 716 5 6 | ... | ... | 5 4 3 | 0 14 1 | |
| 470 4 7 | 682 0 0 | 3145 9 11 | 526 11 3 | ... | ... | 63 14 3 | 7892 14 6 | 7735 9 6 | 131 2 9 | 7866 12 3 | 26 2 3 | ... | 6 1 5 | 2 5 2 | |
| 89 0 0 | ... | 90 0 0 | 41 13 6 | .. | ... | 3 4 0 | 224 1 6 | 222 1 6 | 2 0 0 | 224 1 6 | ... | ... | 1 4 7 | ... | |
| 559 4 7 | 682 0 0 | 3235 9 11 | 568 8 9 | ... | ... | 67 2 3 | 8117 0 0 | 7957 11 0 | 133 2 9 | 8090 13 9 | 26 2 3 | ... | 5 8 2 | 2 0 9 | |
| 874 5 5 | 856 0 0 | 9807 2 4 | 2132 1 6 | 134 0 0 | 117 4 6 | 7057 3 6 | 36917 2 8 | 35798 14 2 | 840 11 5 | 36639 9 7 | 277 9 1 | ... | 10 2 0 | 4 6 9 | |

COLIN BROWNING, M. A.,

*Director of Public Instruction, Oudh.*

## TABLE VI.—Private Schools of the Lower Class in the Province of Oudh open to

| Name of Institution. | Locality. | When Established. | Number of pupils on the rolls at the end of the year. | | | | Average daily attendance during the year. | Average number of pupils on the Rolls during the year. | Average age. | Number of pupils studying in each Language at the close of the year. | | | | | | Monthly rate of schooling fee. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Hindús. | Mahomedans. | Others | Total. | | | | English. | Urdú. | Hindi. | Persian. | Sanscrit. | Arabic | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 8a | 8b | 9 | 9a | 9b | 9c | 9d | 9e | 10 |
| | | | | | | | | | | | | | | | | Aided Schools Vernacular. |
| Sikandrabad Main School, ... | Sikandrabad, ... | 1st Nov. '62, | | | | | | | | | | | | | | |
| Branch No. 1, ... | ... | 1871, | 91 | 13 | ... | 104 | 83 | 111 | 10 | ... | 27 | 78 | 10 | 12 | . | 6 pie to 1 ana. |
| Do. No. 2, ... | ... | 1871, | | | | | | | | | | | | | | |
| Total of Main & Branch Schools, | ... | ... | 91 | 13 | ... | 104 | 83 | 111 | 10 | ... | 27 | 78 | 10 | 12 | ... | 6 pie to 1 ana. |
| Aliganj Main School, ... | Aliganj, ... | 10th Feb. '68, | 40 | 4 | ... | 44 | 43 | 57 | 12 | ... | 6 | 38 | ... | ... | ... | 6 pie to 2 as. |
| Kahmára do. do., ... | Kahmára, ... | 1st June '70, | | | | | | | | | | | | | | |
| Branch No. 1, ... | ... | 1871, | 65 | 16 | ... | 81 | 73 | 82 | 13 | ... | 34 | 47 | 6 | ... | ... | 3 pie to 2 as. |
| Total of Main & Branch Schools, | ... | ... | 65 | 16 | ... | 81 | 73 | 82 | 13 | ... | 34 | 47 | 6 | ... | ... | 3 pie to 2 as. |
| Dhowrehra Main School, ... | Dhowrehra, ... | 14th Dec. '65, | 28 | 9 | ... | 37 | 24 | 31 | 11 | ... | 14 | 20 | 3 | ... | ... | 6 pie. |
| Nawábganj Aliabad do. do., ... | Nawábganj Aliabad, | 1st Aug. '66, | 26 | 21 | ... | 47 | 28 | 46 | 12 | ... | 31 | 19 | 12 | ... | ... | ... |
| C. M. School, Hazratganj, ... | Lucknow City, ... | 1868, | 16 | 2 | ... | 18 | 20 | 25 | 10 | 4 | 8 | 18 | ... | ... | ... | 6 pie to 1 ana. |
| A. M. School, Pannapur, ... | Pannapur, ... | 1869, | ... | ... | 61 | 61 | 44 | 55 | ... | ... | 17 | 61 | ... | ... | ... | ... |
| Total of Main Schools, ... | 7 Schools, ... | ... | | | | | | | | | | | | | | |
| Total of Branch Schools, ... | 3 Schools, ... | ... | 266 | 65 | 61 | 392 | 315 | 407 | 7 | 4 | 137 | 281 | 31 | 12 | 3 | 3 pie to 2 as. |
| Total of Lower Class Aided Vernacular Main and Branch Schools. | 7 Main Schools with 3 Branches. | ... | 266 | 65 | 61 | 392 | 315 | 407 | 7 | 4 | 137 | 281 | 31 | 12 | 3 | 3 pie to 2 as. |

A.

# Government Inspection, for the year 1871-72, (aided and un-aided by Government.)

| Receipts. | | | | | | | | | | Charges. | | | | | Annual cost of educating each pupil. | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| From Government. | Proceeds of Endowment. | Local rate of Assessment. | New Local Cess. | Subscriptions, Donations, &c. | Fees, Fines, &c. | Municipal Fund. | Sale of Books. | Other sources. | Total. | Current. | Extraordinary. | Total. | Excess of Receipts over Charges. | Excess of Charges over Receipts. | Total cost. | Cost to Government. | Remarks. |
| 11 | 12 | 13 | 13a | 14 | 15 | 15a | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| R. A. P. | | R. A. P. | | R. A. P. | R. A. P. | | | R. A. P. | R. A. P | R. A. P. | R. A. P. | R. A. P. | | | R. A. P. | R. A. P. | |
| ... | ... | ... | ... | 63 0 0 | ... | ... | ... | ... | 63 0 0 | 60 0 0 | 3 0 0 | 63 0 0 | ... | ... | 3 11 4 | ... | |
| ... | ... | ... | ... | 51 0 0 | ... | ... | ... | ... | 51 0 0 | 48 0 0 | 3 0 0 | 51 0 0 | ... | ... | 8 8 0 | ... | |
| ... | ... | ... | ... | 57 12 0 | ... | ... | ... | ... | 57 12 0 | 55 0 0 | 2 12 0 | 57 12 0 | ... | ... | 8 4 0 | ... | |
| ... | ... | ... | ... | 75 0 0 | ... | ... | ... | ... | 75 0 0 | 72 0 0 | 3 0 0 | 75 0 0 | ... | ... | 2 12 8 | ... | |
| ... | ... | ... | ... | 75 0 0 | ... | ... | ... | ... | 75 0 0 | 72 0 0 | 3 0 0 | 75 0 0 | ... | ... | 5 12 4 | ... | |
| ... | ... | ... | ... | 75 0 0 | ... | ... | ... | ... | 75 0 0 | 72 0 0 | 3 0 0 | 75 0 0 | ... | ... | 1 14 0 | ... | |
| ... | ... | ... | ... | 75 0 0 | ... | ... | ... | ... | 75 0 0 | 72 0 0 | 3 0 0 | 75 0 0 | ... | ... | 3 6 6 | ... | |
| ... | ... | ... | ... | 75 0 0 | ... | ... | ... | ... | 75 0 0 | 72 0 0 | 3 0 0 | 75 0 0 | ... | ... | 2 10 10 | ... | |
| ... | ... | ... | ... | 63 0 0 | ... | ... | ... | ... | 63 0 0 | 60 0 0 | 3 0 0 | 63 0 0 | ... | ... | 4 3 2 | ... | |
| ... | ... | ... | ... | 63 0 0 | ... | ... | ... | ... | 63 0 0 | 60 0 0 | 3 0 0 | 63 0 0 | ... | ... | 6 4 10 | ... | |
| ... | ... | 46 10 10 | ... | 152 14 0 | 13 12 0 | ... | ... | ... | 213 4 10 | 205 14 9 | 7 6 1 | 213 4 10 | ... | ... | 1 8 9 | ... | |
| ... | ... | 13 6 5 | ... | 180 0 0 | 9 5 0 | ... | ... | ... | 202 11 5 | 202 11 5 | ... | 202 11 5 | ... | ... | 2 4 5 | ... | |
| ... | ... | 125 12 11 | ... | 144 0 0 | 13 6 0 | ... | ... | 16 9 0 | 299 11 11 | 284 15 11 | 14 12 0 | 299 11 11 | ... | ... | 3 14 3 | ... | |
| ... | ... | 35 9 7 | ... | ... | 3 2 3 | ... | ... | ... | 38 11 10 | 38 11 10 | ... | 38 11 10 | ... | ... | 1 0 3 | ... | |
| ... | ... | 12 0 0 | ... | ... | 1 5 6 | ... | ... | ... | 13 5 6 | 13 5 6 | ... | 13 5 6 | ... | ... | 0 5 11 | ... | |
| ... | ... | 10 0 0 | ... | ... | 0 7 6 | ... | ... | ... | 10 7 6 | 10 7 6 | ... | 10 7 6 | ... | ... | 0 5 7 | ... | |
| ... | ... | 57 9 7 | ... | ... | 4 15 3 | ... | ... | ... | 62 8 10 | 62 8 10 | ... | 62 8 10 | ... | ... | 0 9 7 | ... | |
| ... | ... | 183 6 6 | ... | 144 0 0 | 18 5 3 | ... | ... | 16 9 0 | 362 4 9 | 347 8 9 | 14 12 0 | 362 4 9 | ... | ... | 2 0 0 | ... | |
| ... | ... | 84 0 0 | ... | ... | 5 13 9 | ... | ... | ... | 89 13 9 | 89 13 9 | ... | 89 13 9 | ... | ... | 3 11 11 | ... | |
| ... | ... | 179 2 0 | ... | ... | 10 14 0 | ... | ... | ... | 190 0 0 | 190 0 0 | ... | 190 0 0 | ... | ... | 3 4 8 | ... | |
| ... | ... | ... | ... | 228 0 0 | ... | ... | ... | ... | 228 0 0 | 228 0 0 | ... | 228 0 0 | ... | ... | 11 6 5 | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | 449 0 2 | ... | 1377 10 0 | 53 2 9 | ... | ... | 16 9 0 | 1896 5 11 | 1844 7 10 | 51 14 1 | 1896 5 11 | ... | ... | 2 15 5 | ... | |
| ... | ... | 57 9 7 | ... | ... | 4 15 3 | ... | ... | ... | 62 8 10 | 62 8 10 | ... | 62 8 10 | ... | ... | 0 9 7 | ... | |
| ... | ... | 506 9 9 | ... | 1377 10 0 | 58 2 0 | ... | ... | 16 9 0 | 1958 14 9 | 1907 0 8 | 51 14 1 | 1958 14 9 | ... | ... | 2 10 1 | ... | |
| 30 7 9 | ... | 593 1 7 | ... | 2205 1 9 | 109 3 0 | ... | ... | 124 9 0 | 3871 7 1 | 3783 9 0 | 87 14 1 | 3871 7 1 | ... | ... | 3 5 9 | 0 11 8 | |

COLIN BROWNING, M. A.,

*Director of Public Instruction, Oudh.*

## TABLE VI. A.-Private Female Schools in the Province of Oudh, open to Govt.

| Name of Institution. | Locality. | When Established. | No. of pupils on the Rolls at the end of the year. | | | | Average daily attendance during the year. | Average number of pupils on the Rolls during the year. | Average age. | No. of pupils studying in each Language at the close of the year. | | | | | | Monthly rate of schooling fee. | From Government | Proceeds of Endowment. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Hindus. | Muhammadans. | Others. | Total. | | | | English. | Urdú. | Hindi. | Persian. | Sanscrit. | Arabic. | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 8a. | 8b | 9 | 9a | 9b | 9c | 9d | 9e | 10 | 11 | 12 |
| | | | | | | | | | | | | | | | | Middle Class Schools, | Rs. A. P. | Rs. A. P |
| La Martiniere Girls' School, Lucknow. | Lucknow City. | 1859 | .. | .. | 40 | 40 | 45 | 63 | 10 | 40 | ... | ... | ... | ... | .. | 4 Rs to 20. | 2880 0 0 | 4800 0 0 |
| | | | | | | | | | | | | | | | | Lower Class Schools, | | |
| Christian A. M. Girls' School. | Lucknow City, American Mission. | April 1870, | ... | ... | 53 | 53 | 34 | 39 | 10 | 53 | 53 | . | .. | .. | ... | ... | 90 0 0 | ... |
| Husainganj Do. ... | | May 1871, | 4 | 10 | 1 | 15 | 15 | 19 | 9 | ... | 10 | 5 | ... | ... | ... | ... | | |
| Mukarimnagar ... | | 1869, | 13 | 1 | ... | 14 | 9 | 19 | 8 | ... | ... | 14 | .. | .. | . | ... | | |
| Patanalá Do. ... | | Aug. 1871, | ... | 23 | ... | 23 | 18 | 23 | 13 | ... | 23 | ... | .. | ... | | ... | 900 0 0 | ... |
| Nakhkhás Do. ... | | 1870, | ... | 22 | ... | 22 | 18 | 22 | 12 | ... | 22 | ... | ... | ... | ... | ... | | ... |
| Naubastá Do. ... | | 1865, | ... | 18 | ... | 18 | 15 | 22 | 11 | ... | 18 | ... | ... | ... | ... | ... | | |
| Chaupatyá Do. ... | | April 1870, | 22 | 4 | ... | 26 | 14 | 22 | 9 | ... | ... | 26 | ... | .. | .. | ... | | |
| Raja ka bazár C M. Girls School. | Lucknow City, Anglican Mission. | 1866, | ... | 25 | ... | 25 | 18 | 22 | 14 | ... | 25 | .. | .. | .. | ... | ... | | |
| Nakhkhás Do. ... | | 1871, | ... | 19 | ... | 19 | 17 | 22 | 12 | ... | 19 | ... | ... | ... | .. | ... | 951 0 0 | |
| Goláganj Do. ... | | 1865, | ... | 21 | ... | 21 | 11 | 18 | 15 | ... | 21 | ... | ... | ... | ... | | | |
| Christian and Bázár, Do. ... | | 1860, | ... | 27 | 8 | 35 | 23 | 34 | 7 | 8 | 35 | ... | ... | ... | ... | | | |
| Zanana Mission Agency, Lucknow, | Lucknow City, | 1870, | 58 | 82 | ... | 140 | 75 | 75 | .. | 8 | 73 | 1 | 58b | ... | ... | 1 Re. to 2 Rs | 830 0 0 | |
| Total, | ... | 12 Schools, | 97 | 252 | 62 | 411 | 267 | 337 | 10 | 69 | 299 | 46 | 58 | ... | ... | 1 Re. to 2 Rs. | 2771 0 0 | 4800 0 0 |
| Totol, | 13Schools | ... | 97 | 2 52 | 102 | 451 | 312 | 400 | 10 | 109 | 299 | 46 | 58 | ... | ... | 1 Rupee to 20 Rupees | 5651 0 0 | 4800 0 0 |

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*The 19th June, 1872.*

A.

## Inspection, for the year 1871-72, (aided by Government.)

| Receipts. | | | | | | | | Charges. | | | Excess of receipts over charges. | Excess of charges over receipts | Annual cost of educating each pupil. | | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Local rate of Assessment. | New Local Cess. | Subscriptions, Donations &c. | Fees, fines. &c. | Municipal Fund. | Sale of Books. | Other sources. | Total. | Current. | Extraordinary. | Total. | | | Total Cost. | Cost to Govt. | |
| 13 | 13a | 14 | 15 | 15a | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | |
| | | RS. A. P. | RS. A. P. | | RS. A. P. | RS. A. P. | RS. A. P. | RS. A. P. | RS. A. P. | RS. A. P. | RS. A. P. | RS. A. P. | RS. A. P. | RS. A. P. | |
| ... | .. | 517 0 0 | 4094 1 2 | ... | 133 10 6 | 110 7 3 | 12535 2 11 | 10581 7 0 | 3761 10 2 | 14343 1 2 | ... | 1807 14 3 | 227 10 8 | 45 11 5 | |
| ... | ... | ... | ... | ... | ... | 280 0 0 | 370 0 0 | 370 0 0 | ... | 370 0 0 | ... | ... | 9 7 9 | 2 4 11 | |
| ... | ... | | ... | ... | ... | 1036 3 6 | 1936 3 6 | 1691 11 0 | 244 8 6 | 1936 3 6 | ... | ... | 15 3 11 | 7 1 4 | |
| ... | ... | | | | | | | | | | | | | | |
| ... | ... | | | | | | | | | | | | | | |
| ... | ... | | | | | | | | | | | | | | |
| ... | ... | | | | | | | | | | | | | | |
| ... | ... | 1089 2 9 | | | | | 2040 2 9 | 1878 0 0 | 162 2 9 | 2040 2 9 | ... | ... | 21 4 0 | 9 14 6 | |
| ... | ... | 1331 0 0 | 214 0 0 | ... | 146 0 0 | ... | 2521 0 0 | 1586 0 0 | 857 0 0 | 2443 0 0 | 78 0 0 | ... | 32 9 2 | 11 1 1 | |
| ... | ... | 2420 2 9 | 214 0 0 | ... | 146 0 0 | 1316 3 6 | 6867 6 3 | 5525 11 0 | 1263 11 3 | 6789 6 3 | 78 0 0 | ... | 20 2 4 | 8 3 3 | |
| ... | ... | 2937 2 9 | 4308 1 2 | ... | 279 10 6 | 1426 10 9 | 19402 9 2 | 16107 2 0 | 5025 5 5 | 21132 7 5 | 78 0 0 | 1807 14 3 | 52 13 4 | 14 2 0 | |

COLIN BROWNING, M. A.,

*Director of Public Instruction, Oudh.*

## TABLE VI B. Private Schools of the Lower Class (Indigenous Schools) open to

| District. | Number of Schools. | When Established. | No. of pupils on the Rolls at the end of the year. | | | | Average daily attendance during the year. | Average number of pupils on the Rolls during the year. | Average Age. | No. of pupils studying in each Language at the close of the year. | | | | | | Monthly rate of Schooling fee. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Hindús. | Mahomedans. | Others. | Total. | | | | English | Urdu | Hindí. | Persian. | Sanskrit | Arabic. | |
| 1 | 2 | 2a. | 3 | 4 | 5 | 6 | 7 | 8 | 8a. | 8b | 9 | 9a | 9b | 9c | 9d | 9e | 10 |
| Lucknow, .. | 103 | ... | 920 | 290 | .. | 1,210 | 900 | 1,210 | ... | ... | 10 | 651 | 486 | 32 | 31 | 2 annas to 10 Rs. |
| Bára Banki, .. | 81 | ... | 255 | 367 | .. | 622 | 482 | 576 | 12 | ... | 40 | 142 | 387 | 25 | 28 | 2 annas to 1 Rs. |
| Unáo, .. | 55 | ... | 297 | 195 | ... | 492 | 349 | 499 | 9 | .. | 8 | 68 | 435 | 14 | 12 | ... ... |
| Sítápur, .. | 73 | ... | 288 | 98 | .. | 386 | ... | ... | 15 | 4 | .. | 25 | 191 | 70 | 21 | ... ... |
| Hardui, .. | 52 | ... | 233 | 140 | .. | 373 | 344 | 352 | 12 | ... | 3 | 170 | 160 | 27 | 25 | 4 annas to 5 Rs |
| Kheri, .. | 15 | ... | 62 | 20 | .. | 82 | 63 | 72 | 12 | ... | ... | 7 | 32 | 38 | 5 | 4 annas to 2 Rs |
| Faizabad, .. | 53 | ... | 339 | 80 | .. | 419 | ... | ... | ... | ... | 2 | 98 | 210 | 109 | ... | ... ... |
| Gonda, .. | 7 | 1,857-1,872 | 52 | 13 | .. | 65 | ... | ... | 13 | ... | ... | 32 | 15 | 15 | 3 | 6 pie to 4 annas |
| Bharaich, .. | 18 | ... | 150 | 123 | .. | 273 | 206 | 265 | ... | ... | 26 | 124 | 115 | 15 | 15 | 1 anna to 2 Rs |
| Rái Barcli, .. | 56 | ... | 233 | 82 | .. | 315 | 315 | 315 | 14 | ... | 3 | 61 | 83 | 71 | 16 | ... ... |
| Sultánpur, .. | 20 | ... | 115 | 26 | .. | 141 | 101 | 141 | ... | ... | 8 | 53 | 73 | ... | 7 | 2 annas to 1 Re. |
| Pratábgarh, .. | 35 | 1,868-1,872 | 178 | 48 | .. | 226 | 180 | 202 | 12 | ... | ... | 34 | 75 | 91 | 26 | ... ... |
| Total, | 568 | ... | 3,122 | 1,482 | ... | 4,604 | 2,940 | 3,632 | 8 | 4 | 100 | 1,465 | 2,262 | 507 | 189 | 6 pie to 10 Rs. |

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*The 19th June 1872.*

A.

# Government inspection in the Province of Oudh for the year 1871-72.

| Receipts. | | | | | | | | | | Charges. | | | | | Annual cost of educating each pupil. | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| From Government. | Proceeds of Endowment. | Local rate of Assessment. | New Local Cess. | Subscriptions Donations &c. | Fees, Fines &c. | Municipal Fund. | Sale of Books. | Other Sources. | Total. | Current. | Extraordinary. | Total. | Excess of Receipts over Charges. | Excess of Charges over Receipts. | Total Cost. | Cost to Government. | REMARKS |
| 11 | 12 | 13 | 13a | 14 | 15 | 15a | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| ... | ... | ... | ... | ... | 4,006 8 0 | ... | .. | ... | 4,006 8 0 | 4,006 8 0 | .. | 4,006 8 0 | .. | .. | 3 5 0 | .. | |
| ... | ... | ... | ... | 3060 8 0 | ... | ... | ... | ... | 3,060 8 0 | 3,060 8 0 | .. | 3,060 8 0 | .. | .. | 5 5 0 | .. | |
| ... | ... | .. | ... | ... | 3,284 4 0 | ... | ... | ... | 3,284 4 0 | 3,284 4 0 | .. | 3,284 4 0 | .. | .. | 6 9 4 | .. | |
| ... | ... | ... | ... | ... | 2,159 4 0 | ... | ... | ... | 2,159 4 0 | 2,159 4 0 | .. | 2,159 4 0 | .. | ... | .. | .. | |
| ... | ... | .. | ... | 2328 0 0 | 716 0 0 | ... | ... | ... | 3,044 0 0 | 3,044 0 0 | .. | 3,044 0 0 | .. | .. | 8 10 10 | .. | |
| ... | ... | ... | ... | ... | 7 0 0 | .. | ... | 414 0 0 | 421 0 0 | 421 0 0 | .. | 421 0 0 | ... | .. | 5 13 6 | .. | |
| ... | ... | ... | ... | ... | 45 5 0 | .. | .. | 122 12 0 | 168 1 0 | 168 1 0 | .. | 168 1 0 | .. | .. | ... | ... | |
| .. | 10 8 0 | ... | ... | ... | 5 14 0 | .. | .. | ... | 16 6 0 | 16 6 0 | ... | 16 6 0 | .. | .. | ... | ... | |
| .. | ... | ... | ... | ... | 709 0 0 | .. | .. | 407 0 0 | 1,116 0 0 | 1,116 0 0 | ... | 1,116 0 0 | .. | .. | 4 3 5 | .. | |
| .. | ... | ... | ... | ... | 378 0 0 | .. | ... | 1,470 0 0 | 1,848 0 0 | 1,470 0 0 | 378 0 0 | 1,848 0 0 | .. | .. | 5 13 1 | .. | |
| .. | ... | ... | ... | ... | 1,241 4 0 | .. | .. | ... | 1,244 4 0 | 1,244 4 0 | .. | 1,244 4 0 | .. | ... | 8 13 2 | .. | |
| . | ... | ... | ... | ... | 50 6 0 | .. | .. | .. | 50 6 0 | 50 6 0 | ... | 50 6 0 | .. | ... | 0 4 0 | .. | |
| . | 10 8 0 | ... | ... | 5,388 8 0 | 12,605 13 0 | .. | ... | 2,413 12 0 | 20,418 9 0 | 2,0040 9 0 | 378 0 0 | 20,418 9 0 | .. | ... | 5 9 11 | ... | |

COLIN BROWNING, M. A.,

*Director of Public Instruction, Oudh.*

## TABLE VII.—Government Institutions for Special or Professional Education

| Name of Institution. | Locality. | When established. | Number of pupils on the rolls at the end of the year. | | | | Average daily attendance during the year. | Average number of pupils on the rolls during the year. | Average age. | Number of pupils studying in each language at the close of the year | | | | | | Monthly rate of schooling fee. | From Government. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Hindús. | Mahomedans. | Others. | Total. | | | | English. | Urdú. | Hindí. | Persian. | Sanscrit. | Arabic. | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 8a | 8b | 9 | 9a | 9b | 9c | 9d | 9e | 10 | 11 |
| Male Normal school, Lucknow. | Lucknow, ... | 1st Septr. 1864 | 101 | 50 | ... | 151 | 133 | 139 | 22 | ... | 151 | 151 | 101 | ... | ... | 3 Rs. to 6 Rs. | 5,451 7 2 |
| Female Normal school, Golaganj. | Golaganj, ... | 2nd Septr. 1867 | ... | 5 | ... | 5 | 3 | 4 | 30 | ... | 5 | ... | ... | ... | ... | ... | 120 0 0 |
| Hindú Female Normal school, Malihabad. | Munshiganj, | 19th Augt. 1871 | 10 | ... | ... | 10 | 9 | 9 | 37 | ... | 1 | 10 | ... | ... | ... | ... | ... |
| Mahomedan Female Normal school, Malihabad. | Mirzaganj, ... | 1st Octr. 1871 | ... | 16 | ... | 16 | 12 | 13 | 23 | ... | 16 | ... | 8 | ... | 14 | ... | 485 0 0 |
| Ditto, Pihani. | Pihani, ... | August 1871 | 5 | ... | ... | 5 | 5 | 5 | 16 | ... | ... | 5 | ... | ... | ... | ... | 123 14 0 |
| Total of Female Normal schools, | 4 | ... | 15 | 21 | ... | 36 | 29 | 31 | 26 | ... | 22 | 15 | 8 | ... | 14 | ... | 728 14 0 |
| Total of Male and Female Normal schools. | 5 | ... | 116 | 71 | ... | 187 | 162 | 170 | 24 | ... | 173 | 166 | 109 | ... | 14 | 3 Rs. to 6 Rs. | 6,180 5 2 |

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*The 19th June 1872.*

A.

## (including Normal Schools), in the Province of Oudh for 1871-72.

| Receipts. | | | | | | | | | Charges | | | | | Annual cost of educating each pupil. | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Proceeds of endowment. | Local rate of assessment. | New local cess. | Subscriptions, donations, &c., | Fees, fines, &c., | Municipal Fund. | Sale of books. | Other sources. | Total. | Current. | Extraordinary. | Total. | Excess of receipts over charges. | Excess of charges over receipts. | Total cost. | Cost to Government. | Remarks. |
| 12 | 13 | 13a | 14 | 15 | 15a | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | |
| ... | 9,561 5 8 | ... | ... | ... | ... | ... | 107 15 0 | 15,120 11 10 | 14.518 0 10 | 602 11 0 | 15,120 11 10 | ... | ... | 108 12 6 | 39 3 6 | |
| ... | 101 11 0 | ... | ... | ... | ... | ... | ... | 221 11 0 | 221 11 0 | ... | 221 11 0 | ... | ... | 55 6 9 | 30 0 0 | |
| ... | 177 1 0 | ... | ... | ... | ... | ... | ... | 177 1 0 | 177 1 0 | ... | 177 1 0 | ... | ... | 19 10 9 | ... | |
| ... | 130 14 0 | ... | ... | ... | ... | ... | ... | 615 14 0 | 615 14 0 | ... | 615 14 0 | ... | ... | 47 10 11 | 37 4 11 | |
| ... | 229 8 0 | ... | ... | ... | ... | ... | ... | 353 6 0 | 353 6 0 | ... | 353 6 0 | ... | ... | 70 10 9 | 24 12 5 | |
| ... | 639 2 0 | ... | ... | ... | ... | ... | ... | 1,368 0 0 | 1,368 0 0 | ... | 1,368 0 0 | ... | ... | 44 2 1 | 23 8 2 | |
| ... | 10,200 7 8 | ... | ... | ... | ... | ... | 107 15 0 | 16,488 11 10 | 15,886 0 10 | 602 11 0 | 16,488 11 10 | ... | ... | 96 15 10 | 36 5 8 | |

COLIN BROWNING, M. A.,

*Director of Public Instruction, Oudh.*

# APPENDIX A.

## Table IX.—Abstract of attendance at the above Institutions during the year 1871-72.

| | | Number attending Colleges. | Number attending Higher Class Schools. | Number attending Middle Class Schools. | Number attending Lower Class Schools. | Total. | REMARKS. |
|---|---|---|---|---|---|---|---|
| General Education, | Government, | .. | 2,340 | 7,390 | 33,499 | 43,229 | |
| | Private, .. | 720 | 200 | 4,023 | 6,237 | 11,180 | |
| Special Education, | Government, | .. | 151 | .. | 36 | 187 | |
| | Private, .. | ... | ... | .. | .. | .. | |
| Total, .. | | 720 | 2,691 | 11,413 | 39,772 | 54,596 | |

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*The 19th June 1872.*

COLIN BROWNING, M. A.,
*Director of Public Instruction, Oudh.*

# APPENDIX A.

## TABLE X.—Abstract of Receipts and Charges at the above Institutions for the year 1871-72.

| | | Receipts. | | | | | Charges. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Colleges. | Higher Class Schools. | Middle class schools. | Lower class schools. | Total. | Colleges. | Higher class schools. | Middle class schools. | Lower class schools. | Total. |
| | | Rs. A. P. | Rs. A. P. | Rs. A. P. | Rs. As. P. | Rs. As P. | Rs. As. P. | Rs. As. P. | Rs. As. P. | Rs. As. P. | Rs. As. P. |
| General Education. | Government, | ... | 53,319 4 0 | 59,299 2 5 | 94,600 6 11 | 2,07,218 13 4 | ... | 53,244 12 0 | 59,009 2 5 | 94,600 6 11 | 2,06,854 5 4 |
| | Private, ... | 71,163 2 8 | 3,951 9 0 | 49,452 5 7 | 31,157 6 4 | 1,55,724 7 7 | 59,162 13 4 | 3,951 5 6 | 50,982 10 9 | 31,079 6 4 | 1,45,176 3 11 |
| Special Education | Government | ... | 15,120 11 10 | ... | 1,368 0 0 | 16,488 11 10 | .. | 15,120 11 10 | ... | 1,368 0 0 | 16,488 11 10 |
| | Private, ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Total, ... | | 71,163 28 | 72,391 8 10 | 1,08,751 8 0 | 1,27,125 13 3 | 3,79,432 0 9 | 59,162 13 4 | 72,316 13 4 | 1,09,991 13 2 | 1,26,947 13 3 | 3,68,519 5 1 |

Remarks.

The following items have been omitted in the receipts and charges:—

| | Rs. A. P. |
|---|---|
| (1).—Books, &c., purchased from Imperial Funds, ... .. .. | 8,739 7 5 |
| (2).—Ditto ditto, from the Rural Cess, | 11,869 15 11 |
| (3).—Ditto ditto, from the New Local Rate, . ... ... | 221 8 0 |
| (4).—Prizes given to pupils from Imperial Funds, ... . .. | 1,999 15 5 |
| (5).—Ditto ditto, from the Rural Cess, | 2,150 3 1 |
| (6).—Buildings and repairs paid from the Imperial Fund, .. ... ... | 1,402 3 6 |
| (7).—Ditto ditto, from the Rural Cess, | 17,463 0 8 |
| (8).—Ditto ditto, from the New Local Rate, ... ... . | 1,000 0 0 |
| (9).—Ditto ditto, from the general subscriptions, .. . | 2,119 0 0 |
| (10).—Encouragement of Vernacular Literature paid from the Imperial Funds, | 1,249 9 0 |
| | 48,219 15 0 |

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*The 19th June 1872.*

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*Director of Public Instruction, Oudh.*

# APPENDIX A.

## Table XI.—Abstract of Grants-in-aid received by Private Institutions during the year 1871-72.

| | Colleges. | | | Higher class Schools. | | | Middle class schools. | | | Lower class schools. | | | Total. | | | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Rs. | A. | P. | Rs. | A. | P. | Rs. | A. | P. | Rs. | A. | P. | Rs. | A. | P. | |
| General Education. | * 27,992 | 2 | 4 | † 1,634 | 0 | 0 | ‡ 18,948 | 11 | 1 | ¶ 3,629 | 7 | 9 | 52,204 | 5 | 2 | * This item includes Rs. 2,495 5 3 on account of College scholarships. Rs. 426 13 1 on account of School scholarships, and Rs. 70 on account of Prizes.<br>† This item includes Rs. 74 0 0 on account of scholarships.<br>‡ This item includes the following repair and furniture grants,<br>*Repair Grants.*<br>Pihani school Rs. 80 0 0<br>Begamganj Rs. 49 9 8 129 9 8<br>*Furniture Grant.*<br>Paraspur school 9 5 4<br>Total ... Rs 138 15 0<br>¶ This item includes the follwing repair grants,<br>Sikandrabad school Rs. 13 5 4<br>Aliganj . „ 1 10 8<br>Dhowrehra „ 4 0 0<br>Total ... „ 19 0 0 |
| Special Education, | ... | | | ... | | | ... | | | ... | | | ... | | | |
| Total, ... | 27,992 | 2 | 4 | 1,634 | 0 | 0 | 18,948 | 11 | 1 | 3,629 | 7 | 9 | 52,204 | 5 | 2 | |

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*The 19th June 1872.*

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*Director of Public Instruction, Oudh.*

# APPENDIX A.

## TABLE XII.—Progressive Statement of attendance and cost of education at each Institution for the last five years.

| Name of Institution. | 1867-68. | | | 1868-69. | | | 1869-70. | | | 1870-71. | | | 1871-72. | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Average attendance. | Total cost. | Cost of each pupil's education. | Average number of pupils on the rolls. | Total cost. | Cost of each pupil's education. | Average number of pupils on the rolls. | Total cost. | Cost of each pupil's education. | Average number of pupils on the rolls. | Total cost. | Cost of each pupil's education. | Average number of pupils on the rolls. | Total cost. | Cost of each pupil's education. |
| GOVERNMENT SCHOOLS. | | Rs. As. P. | Rs. As. P. | | Rs. As. P. | Rs. As. P. | | Rs. As. P. | Rs. As P. | | Rs. As. P. | Rs. As. P. | | Rs. As. P. | Rs. As. P. |
| ZIL'A SCHOOLS. | | | | | | | | | | | | | | | |
| Bára Banki School with 4 Branches, | 160 | 4034 10 3 | 25 3 5 | 212 | 4547 4 5 | 21 7 2 | 190 | 4464 0 0 | 23 7 10 | 220 | 4975 12 10 | 22 9 10 | 267 | 5678 6 7 | 21 4 3 |
| Unáo ditto with 3 ditto ... | 196 | 4957 0 3 | 25 4 7 | 174 | 5483 14 6 | 31 8 4 | 157 | 5677 15 0 | 36 2 7 | 242 | 5790 2 8 | 23 14 9 | 272 | 5981 7 8 | 21 15 10 |
| Sítápur ditto with 4 ditto ... | 136 | 5076 15 10 | 37 5 3 | 207 | 5717 4 8 | 27 9 11 | 199 | 5762 10 4 | 28 15 3 | 196 | 6168 1 2 | 31 7 6 | 273 | 6551 8 0 | 24 0 0 |
| Hardui ditto with 3 ditto ... | 119 | 3554 11 3 | 29 13 11 | 139 | 4104 1 8 | 29 8 4 | 126 | 4518 4 5 | 35 13 8 | 173 | 4957 7 7 | 28 10 5 | 206 | 5003 8 7 | 24 4 7 |
| Lakhimpur ditto with 1 ditto ... | 98 | 3665 13 0 | 37 6 6 | 116 | 3609 14 1 | 31 1 11 | 163 | 4390 11 3 | 26 14 11 | 158 | 4463 13 9 | 28 4 0 | 158 | 4546 15 8 | 28 12 5 |
| Faizabad ditto with 4 ditto ... | 346 | 8509 2 6 | 24 9 5 | 425 | 10541 14 7 | 24 12 10 | 444 | 13247 5 9 | 29 13 4 | 506 | 13397 15 3 | 26 7 7 | 540 | 13680 13 2 | 25 4 11 |
| Gonda ditto with 2 ditto ... | 124 | 3819 13 1 | 30 12 10 | 201 | 4320 4 4 | 21 7 10 | 266 | 5039 14 6 | 18 15 1 | 292 | 4483 6 6 | 15 5 7 | 299 | 4650 13 6 | 15 8 10 |
| Bharaich ditto with 3 ditto ... | ... | ... | ... | 110 | 5042 8 2 | 45 13 5 | 121 | 5251 0 8 | 43 6 4 | 207 | 5329 9 11 | 25 11 11 | 249 | 5026 4 3 | 20 2 11 |
| Rái Barelí ditto with 3 ditto ... | 171 | 4624 10 9 | 27 0 8 | 265 | 5524 12 6 | 20 13 7 | 268 | 6772 3 6 | 25 4 3 | 238 | 7495 9 0 | 31 7 2 | 260 | 7204 7 4 | 27 11 4 |
| Sultánpur ditto with 1 ditto ... | 192 | 4245 10 0 | 22 1 9 | 188 | 4523 2 4 | 24 2 3 | 167 | 4581 15 1 | 27 6 11 | 160 | 4527 15 6 | 28 4 9 | 180 | 4597 9 0 | 25 8 8 |
| Pratábgarh ditto with 1 ditto ... | 114 | 3757 10 4 | 32 15 4 | 160 | 4182 3 9 | 26 2 2 | 165 | 3636 9 4 | 22 0 7 | 137 | 3394 6 0 | 24 12 5 | 154 | 3528 15 0 | 22 14 8 |
| ANGLO-VERNACULAR TOWN SCHOOLS. | | | | | | | | | | | | | | | |
| Darriabad School with 1 Branch, | 103 | 1723 4 9 | 16 11 8 | 118 | 1733 9 9 | 14 11 0 | 104 | 1638 12 0 | 15 12 1 | 102 | 1353 2 11 | 13 4 3 | 142 | 1443 10 4 | 10 2 8 |
| Rudaulí ditto with 1 ditto ... | 64 | 1473 14 6 | 23 0 5 | 104 | 1498 4 2 | 14 6 6 | 81 | 1241 0 0 | 15 5 1 | 64 | 1305 5 8 | 20 6 4 | 159 | 1392 4 0 | 8 12 2 |
| Ramnagar ditto with 2 Branches, | 65 | 634 6 8 | 9 12 1 | 73 | 917 11 7 | 12 9 1 | 65 | 970 7 6 | 14 11 2 | 64 | 993 12 0 | 15 9 0 | 118 | 1022 10 1 | 8 10 8 |
| Haidargarh ditto with 2 ditto ... | 73 | 1236 12 6 | 16 15 0 | 67 | 1229 14 7 | 18 13 3 | 64 | 1216 15 6 | 19 0 2 | 82 | 1228 11 0 | 14 15 9 | 108 | 1347 1 0 | 12 7 7 |
| Purwa ditto with 2 ditto ... | 201 | 2410 12 5 | 11 15 10 | 183 | 2253 4 3 | 12 5 0 | 158 | 1904 5 0 | 12 0 10 | 155 | 1857 8 9 | 11 15 9 | 211 | 1920 3 3 | 9 1 7 |
| Biswán ditto with 2 ditto ... | 125 | 1706 14 9 | 13 10 5 | 153 | 1799 11 6 | 11 12 2 | 135 | 1723 13 6 | 12 12 4 | 124 | 1603 12 0 | 12 14 11 | 149 | 1711 2 6 | 11 7 9 |
| Shahabad ditto with 4 ditto ... | 288 | 3880 3 4 | 13 7 6 | 194 | 3059 12 2 | 15 7 2 | 175 | 2436 12 10 | 13 14 2 | 263 | 2145 14 1 | 8 2 6 | 278 | 2344 2 2 | 8 6 11 |
| Bilgrám ditto with 3 ditto ... | 119 | 2844 4 2 | 23 14 5 | 125 | 2382 6 5 | 19 0 7 | 151 | 2276 1 10 | 15 1 2 | 152 | 1497 4 0 | 9 13 7 | 193 | 1552 6 0 | 8 0 8 |
| Sandíla ditto with 4 ditto ... | 147 | 2113 3 1 | 14 6 0 | 172 | 2365 1 5 | 13 11 4 | 158 | 1968 3 7 | 12 7 3 | 167 | 1395 1 6 | 8 5 1 | 250 | 1584 2 10 | 6 5 5 |
| Muhammadí ditto with 1 ditto ... | 119 | 1509 10 4 | 12 10 11 | 126 | 1649 12 0 | 13 1 6 | 118 | 1438 0 8 | 12 2 11 | 127 | 1552 5 6 | 12 3 7 | 140 | 1640 1 6 | 11 11 5 |
| Gola Gokarn ditto with 3 ditto ... | 76 | 1013 8 1 | 13 5 4 | 66 | 1149 15 9 | 17 6 9 | 59 | 1078 2 6 | 18 4 4 | 87 | 1161 8 6 | 13 5 7 | 191 | 1395 6 8 | 7 4 11 |
| Akbarpur ditto with 2 ditto ... | 90 | 1394 15 6 | 15 7 11 | 83 | 1471 0 0 | 17 11 6 | 81 | 1382 3 0 | 17 1 0 | 93 | 1430 15 0 | 15 6 2 | 180 | 1644 1 0 | 9 2 2 |
| Tanda ditto with 1 ditto ... | 162 | 1436 15 11 | 8 13 11 | 149 | 1556 13 8 | 11 1 11 | 150 | 1656 10 0 | 11 0 8 | 135 | 1811 0 0 | 13 6 4 | 140 | 1805 2 5 | 12 4 4 |
| Atraula school ... ... | 74 | 1440 11 3 | 19 7 6 | 81 | 1428 12 6 | 17 10 2 | 95 | 1346 14 4 | 14 2 10 | 95 | 1305 9 0 | 13 11 10 | 104 | 1364 13 0 | 13 1 11 |
| Colonelganj, ditto with 2 branches... | 75 | 949 12 6 | 12 10 7 | 85 | 933 9 4 | 13 14 10 | 95 | 829 3 5 | 8 11 6 | 106 | 108 12 9 | 9 8 3 | 201 | 1183 7 10 | 5 15 2 |
| Nawábganj ditto .. ... | 95 | 1345 11 7 | 14 2 7 | 123 | 1369 12 6 | 11 2 2 | 109 | 1137 10 6 | 10 6 11 | 114 | 1067 13 6 | 9 5 10 | 99 | 998 8 4 | 10 1 5 |
| Jais ditto with 1 branch ... | 105 | 1576 5 9 | 15 0 2 | 105 | 1381 2 9 | 13 2 5 | 91 | 1457 11 0 | 16 0 3 | 102 | 1459 0 6 | 14 4 10 | 117 | 1645 12 4 | 14 1 1 |
| Inhona ditto with 2 branches... | 81 | 1276 8 6 | 15 12 1 | 85 | 1229 10 6 | 14 7 5 | 76 | 1105 12 0 | 14 8 9 | 64 | 1134 12 6 | 17 11 8 | 107 | 1216 4 6 | 11 5 10 |
| Kakori ditto ... ... | ... | ... | ... | ... | ... | ... | 109 | 288 8 0 | 2 10 4 | 82 | 280 13 9 | 3 6 9 | 81 | 457 12 6 | 5 10 5 |

| | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Vernacular Town Schools.** | | | | | | | | | | | | | | | | | | | | | | | | |
| Kursi school with 2 branches ... | 86 | 716 | 9 | 0 | 8 | 5 | 4 | 127 | 700 | 11 | 0 | 5 | 8 | 3 | 113 | 649 | 6 | 0 | 5 | 11 | 11 | 113 | 771 | 3 | 7 | 6 | 13 | 2 | 134 | 700 | 13 | 4 | 5 | 3 | 8 |
| Saffipur ditto with 2 ditto ... | 86 | 610 | 3 | 6 | 7 | 1 | 6 | 129 | 819 | 14 | 7 | 6 | 5 | 8 | 133 | 836 | 10 | 6 | 6 | 4 | 7 | 145 | 820 | 12 | 0 | 5 | 10 | 6 | 148 | 838 | 1 | 0 | 5 | 10 | 7 |
| Chamrauli ditto with 1 branch ... | 82 | 572 | 2 | 3 | 7 | 0 | 5 | 105 | 593 | 14 | 0 | 5 | 7 | 5 | 143 | 579 | 7 | 6 | 4 | 0 | 10 | 119 | 712 | 11 | 6 | 5 | 15 | 10 | 118 | 634 | 15 | 1 | 5 | 6 | 1 |
| Behar ditto (Unáo), ... ... | 72 | 509 | 14 | 6 | 7 | 1 | 3 | 106 | 630 | 12 | 2 | 5 | 15 | 2 | 101 | 623 | 15 | 6 | 6 | 2 | 10 | 98 | 511 | 13 | 4 | 5 | 3 | 7 | 92 | 522 | 13 | 0 | 5 | 10 | 11 |
| Bhagwantnagar school ... ... | ... | ... | | | ... | | | ... | ... | | | ... | | | 81 | 76 | 3 | 5 | 0 | 15 | 0 | 80 | 461 | 6 | 6 | 5 | 12 | 3 | 81 | 419 | 9 | 2 | 5 | 2 | 11 |
| Murababad ditto ... ... | ... | .. | | | ... | | | 89 | 219 | 9 | 9 | 2 | 7 | 6 | 110 | 447 | 6 | 0 | 4 | 1 | 0 | 78 | 404 | 2 | 6 | 5 | 2 | 11 | 64 | 387 | 9 | 6 | 6 | 11 | 0 |
| Neotni... ditto ... ... | 36 | 358 | 5 | 0 | 9 | 15 | 3 | 53 | 639 | 2 | 0 | 12 | 0 | 11 | 62 | 672 | 10 | 0 | 10 | 13 | 6 | 57 | 734 | 6 | 0 | 12 | 14 | 1 | 46 | 379 | 15 | 6 | 8 | 4 | 2 |
| Morawan ditto ... ... | .. | ... | | | ... | | | 101 | 190 | 7 | 1 | 1 | 14 | 1 | 112 | 338 | 13 | 0 | 3 | 0 | 3 | 120 | 411 | 0 | 6 | 3 | 6 | 9 | 95 | 423 | 3 | 6 | 4 | 7 | 5 |
| Bethar school with 1 branch ... | ... | ... | | | ... | | | 83 | 153 | 10 | 2 | 1 | 13 | 7 | 92 | 400 | 3 | 0 | 4 | 5 | 7 | 95 | 389 | 6 | 0 | 4 | 1 | 7 | 105 | 409 | 9 | 6 | 3 | 14 | 5 |
| Bangarmau ditto, with 1 ditto ... | 71 | 1062 | 14 | 0 | 14 | 15 | 6 | 68 | 670 | 13 | 0 | 9 | 13 | 10 | 64 | 424 | 6 | 6 | 6 | 10 | 1 | 60 | 418 | 4 | 0 | 6 | 15 | 6 | 94 | 448 | 4 | 0 | 4 | 12 | 0 |
| Misrikh ditto, ... ... | 67 | 495 | 11 | 6 | 7 | 6 | 4 | 89 | 638 | 9 | 6 | 7 | 2 | 9 | 67 | 545 | 13 | 6 | 8 | 2 | 4 | 73 | 590 | 0 | 0 | 8 | 1 | 4 | 89 | 682 | 0 | 0 | 7 | 10 | 7 |
| Bari ditto, with 1 branch ... | 71 | 530 | 12 | 8 | 7 | 7 | 7 | 79 | 597 | 14 | 3 | 7 | 9 | 1 | 80 | 571 | 3 | 0 | 7 | 2 | 2 | 62 | 713 | 3 | 0 | 11 | 8 | 0 | 106 | 697 | 2 | 0 | 6 | 9 | 3 |
| Bawan ditto, ... ... | ... | ... | | | ... | | | 113 | 265 | 4 | 0 | 2 | 5 | 6 | 109 | 493 | 4 | 0 | 4 | 8 | 4 | 89 | 437 | 0 | 6 | 4 | 14 | 7 | 75 | 398 | 15 | 3 | 5 | 5 | 1 |
| Nagpur Jalalpur school ... ... | 70 | 643 | 14 | 0 | 9 | 3 | 2 | 80 | 637 | 11 | 6 | 7 | 15 | 6 | 85 | 531 | 15 | 6 | 6 | 4 | 1 | 83 | 602 | 2 | 0 | 7 | 1 | 4 | 86 | 572 | 8 | 6 | 6 | 10 | 6 |
| Nanpara ditto ... ... | 58 | 977 | 4 | 3 | 16 | 13 | 7 | 91 | 567 | 6 | 0 | 6 | 4 | 0 | 75 | 762 | 9 | 1 | 10 | 2 | 8 | 74 | 534 | 1 | 0 | 7 | 3 | 6 | 72 | 519 | 12 | 0 | 7 | 3 | 6 |
| Salone ditto ... ... | 54 | 1074 | 7 | 10 | 19 | 14 | 4 | 57 | 999 | 13 | 9 | 17 | 8 | 7 | 39 | 524 | 7 | 8 | 13 | 7 | 2 | 61 | 466 | 5 | 3 | 7 | 10 | 3 | 80 | 524 | 5 | 6 | 6 | 8 | 10 |
| Jagdispur, school with 1 branch.... | 62 | 553 | 11 | 3 | 8 | 14 | 10 | 71 | 638 | 0 | 5 | 8 | 15 | 9 | 54 | 521 | 0 | 0 | 9 | 10 | 4 | 46 | 421 | 12 | 0 | 9 | 2 | 8 | 76 | 441 | 3 | 9 | 5 | 12 | 11 |
| Behar school with 1 branch (Pratábgarh ... ... ... | 47 | 430 | 10 | 9 | 9 | 5 | 9 | 70 | 490 | 11 | 9 | 7 | 0 | 2 | 69 | 470 | 0 | 0 | 6 | 12 | 11 | 58 | 475 | 13 | 0 | 8 | 3 | 3 | 76 | 501 | 12 | 3 | 6 | 10 | 2 |
| Patti school with 1 branch ... | 70 | 653 | 12 | 4 | 9 | 5 | 5 | 68 | 620 | 4 | 6 | 9 | 1 | 11 | 78 | 606 | 5 | 0 | 7 | 12 | 4 | 87 | 608 | 8 | 0 | 6 | 15 | 11 | 105 | 626 | 7 | 6 | 5 | 15 | 6 |
| Manikpur ditto ... ... | ... | ... | | | ... | | | ... | ... | | | ... | | | 67 | 265 | 1 | 0 | 3 | 15 | 3 | 58 | 296 | 7 | 6 | 5 | 1 | 9 | 69 | 349 | 11 | 7 | 5 | 1 | 1 |
| Mallihabad school with 4 branches, | 181 | 853 | 14 | 6 | 4 | 11 | 6 | 300 | 1458 | 3 | 0 | 4 | 13 | 9 | 279 | 1652 | 5 | 0 | 5 | 14 | 9 | 262 | 1653 | 12 | 4 | 6 | 4 | 11 | 275 | 1553 | 12 | 9 | 5 | 10 | 5 |
| Amethi school with 2 branches ... | 80 | 543 | 8 | 9 | 6 | 12 | 8 | 98 | 695 | 1 | 0 | 7 | 1 | 6 | 132 | 847 | 7 | 10 | 6 | 6 | 8 | 176 | 831 | 1 | 10 | 4 | 11 | 6 | 124 | 841 | 9 | 0 | 6 | 13 | 1 |
| Chouk school Lucknow with 1 branch ... ... ... | 78 | 1050 | 4 | 11 | 13 | 7 | 5 | 103 | 1011 | 13 | 6 | 9 | 13 | 2 | 107 | 1114 | 9 | 0 | 10 | 6 | 5 | 114 | 1247 | 1 | 9 | 10 | 15 | 0 | 163 | 1470 | 3 | 0 | 9 | 0 | 3 |
| Model school Lucknow ... | ... | ... | | | ... | | | ... | ... | | | ... | | | ... | ... | | | | ... | | 84 | 294 | 5 | 3 | *3 | 8 | 1 | 97 | 1005 | 10 | 8 | 10 | 5 | 10 |
| Mohanlalganj ditto with 1 branch ... | ... | ... | | | ... | | | ... | ... | | | ... | | | 31 | 272 | 7 | 3 | 8 | 13 | 3 | 33 | 346 | 5 | 9 | 10 | 7 | 11 | 59 | 354 | 2 | 4 | 6 | 0 | 7 |
| Bijnour school ... ... | ... | ... | | | ... | | | ... | ... | | | ... | | | 48 | 179 | 8 | 0 | 3 | 11 | 10 | 50 | 151 | 13 | 9 | 3 | 0 | 7 | 60 | 202 | 9 | 0 | 3 | 6 | 0 |
| Mohan ditto with 1 branch ... | ... | ... | | | ... | | | ... | ... | | | ... | | | ... | ... | | | ... | | | ... | ... | | | ... | | | 164 | 405 | 3 | 5 | 2 | 7 | 6 |
| Nawabganj ditto with 1 ditto ... | ... | ... | | | ... | | | ... | ... | | | ... | | | ... | ... | | | ... | | | ... | ... | | | ... | | | 138 | 540 | 9 | 9 | 3 | 14 | 8 |
| Muftiganj ditto ... ... | ... | ... | | | ... | | | ... | ... | | | ... | | | ... | ... | | | ... | | | 52 | 58 | 10 | 11 | 1 | 2 | 1 | 63 | 249 | 11 | 8 | 3 | 15 | 5 |
| Mahbubganj ditto ... ... | ... | ... | | | ... | | | ... | ... | | | ... | | | ... | ... | | | ... | | | 43 | 67 | 9 | 3 | 1 | 9 | 2 | 53 | 274 | 8 | 6 | 5 | 2 | 10 |
| Husainganj ditto ... ... | ... | ... | | | ... | | | ... | ... | | | ... | | | ... | ... | | | ... | | | 53 | 79 | 3 | 10 | 1 | 7 | 11 | 66 | 233 | 7 | 0 | 3 | 8 | 7 |
| Naubasta ditto ... ... | ... | ... | | | ... | | | ... | ... | | | ... | | | ... | ... | | | ... | | | 36 | 61 | 0 | 9 | 1 | 11 | 1 | 67 | 249 | 8 | 2 | 3 | 11 | 7 |
| Rahimnagar ditto with 1 branch ... | ... | ... | | | ... | | | ... | ... | | | ... | | | ... | ... | | | ... | | | 71 | 139 | 14 | 3 | 1 | 15 | 6 | 73 | 274 | 12 | 0 | 3 | 12 | 3 |
| **Village Schools.** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lucknow with 14 branches ... | 1194 | 4085 | 14 | 8 | 3 | 6 | 9 | 1702 | 5540 | 9 | 6 | 3 | 4 | 1 | 1834 | 5145 | 12 | 3 | 2 | 12 | 10 | 2110 | 5607 | 1 | 4 | 2 | 10 | 6 | 2117 | 5863 | 8 | 6 | 2 | 12 | 3 |
| Bára Banki ... ... ... | 1480 | 5098 | 0 | 11 | 3 | 7 | 1 | 1927 | 5727 | 2 | 0 | 2 | 15 | 6 | 2294 | 7088 | 14 | 4 | 3 | 1 | 4 | 2529 | 8044 | 0 | 1 | 3 | 2 | 10 | 3236 | 10472 | 11 | 3 | 3 | 3 | 8 |
| Unáo ... ... ... ... | 2102 | 6543 | 3 | 11 | 3 | 1 | 9 | 2404 | 7481 | 14 | 7 | 3 | 1 | 9 | 3058 | 9647 | 13 | 10 | 3 | 2 | 5 | 2706 | 9519 | 5 | 0 | 3 | 8 | 3 | 2756 | 8885 | 10 | 5 | 3 | 3 | 7 |
| Sítápur with 33 branches ... | 372 | 567 | 13 | 8 | 1 | 8 | 5 | 1031 | 3037 | 6 | 1 | 2 | 15 | 2 | 1771 | 4869 | 11 | 3 | 2 | 11 | 11 | 2210 | 6063 | 10 | 10 | 2 | 11 | 10 | 2822 | 8325 | 15 | 10 | 2 | 15 | 2 |
| Hardui ... ... ... | 948 | 1076 | 12 | 7 | 1 | 2 | 2 | 2180 | 5001 | 14 | 11 | 2 | 4 | 9 | 2642 | 8247 | 15 | 9 | 3 | 1 | 11 | 2983 | 11180 | 13 | 8 | 3 | 11 | 11 | 3308 | 10177 | 6 | 10 | 3 | 1 | 3 |
| Kheri ... ... ... ... | 63 | 84 | 1 | 3 | 1 | 5 | 4 | 63 | 186 | 2 | 9 | 2 | 15 | 3 | 288 | 5048 | 9 | 10 | 1 | 14 | 6 | 445 | 1219 | 4 | 5 | 2 | 11 | 10 | 1493 | 2761 | 3 | 6 | 1 | 13 | 6 |
| Faizabad, with 13 branches ... | 1005 | 2914 | 2 | 9 | 2 | 14 | 4 | 1380 | 485 | 5 | 1 | 2 | 7 | 4 | 1509 | 5482 | 5 | 7 | 3 | 10 | 1 | 1759 | 6220 | 9 | 4 | 3 | 8 | 6 | 2317 | 8350 | 14 | 8 | 3 | 9 | 8 |
| Gonda ... ... ... | 44 | 118 | 0 | 0 | 2 | 10 | 10 | 54 | 146 | 1 | 6 | 2 | 11 | 3 | 37 | 92 | 15 | 6 | 2 | 8 | 2 | 29 | 65 | 10 | 0 | 2 | 4 | 2 | 768 | 877 | 3 | 7 | 1 | 2 | 3 |
| Bharaich with 13 branches ... | ... | ... | | | ... | | | 150 | 344 | 7 | 0 | 2 | 4 | 8 | 871 | 2268 | 13 | 1 | 2 | 9 | 8 | 1177 | 4178 | 13 | 8 | 3 | 8 | 9 | 1550 | 5860 | 11 | 11 | 3 | 12 | 5 |
| Rái Barelí ... ... ... | 1912 | 6248 | 2 | 10 | 3 | 4 | 3 | 2256 | 6799 | 3 | 0 | 3 | 3 | 0 | 2269 | 7321 | 7 | 3 | 3 | 3 | 6 | 2159 | 7520 | 0 | 6 | 3 | 7 | 1 | 2628 | 9307 | 1 | 0 | 3 | 9 | 1 |
| Sultánpur ... ... ... | 1063 | 3313 | 8 | 10 | 3 | 1 | 10 | 1480 | 4305 | 8 | 0 | 2 | 14 | 6 | 7733 | 5166 | 6 | 9 | 2 | 15 | 8 | 1871 | 5602 | 10 | 6 | 2 | 15 | 10 | 2166 | 7769 | 10 | 0 | 3 | 9 | 5 |
| Pratábgarh ... ... ... | 1045 | 3702 | 14 | 0 | 3 | 8 | 8 | 1686 | 4405 | 10 | 4 | 2 | 9 | 9 | 1900 | 5091 | 9 | 3 | 2 | 10 | 10 | 1467 | 5321 | 3 | 0 | 3 | 10 | 0 | 1615 | 7010 | 15 | 5 | 3 | 11 | 1 |
| **Female Schools.** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Thateri Tola ... ... ... | | | | | | | | | | | | | | | | | | | | | | | | | | * only for 5 months. | | | 18 | 279 | 4 | 1 | 15 | 8 | 3 |
| Hossainabad ... ... ... | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 19 | 287 | 5 | 1 | 15 | 1 | 11 |
| Newazganj ... ... ... | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 18 | 285 | 5 | 4 | 15 | 13 | 8 |
| Kazmain ... ... ... | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 19 | 287 | 3 | 10 | 15 | 1 | 11 |

# TABLE XII.—*Continued.*

| Name of Institution. | 1867-68. | | | 1868-69. | | | 1869-70. | | | 1870-71. | | | 1871-72. | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Average attendance. | Total cost. | Cost of each pupil's education. | Average number of pupils on the rolls. | Total cost. | Cost of each pupil's education. | Average number of pupils on the rolls. | Total cost. | Cost of each pupil's education. | Average number of pupils on the rolls. | Total cost. | Cost of each pupil's education. | Average number of pupils on the rolls. | Total cost. | Cost of each pupil's education. |
| Rustamnagar ... ... ... | | | | | | | | | | | | | 20 | 285 5 8 | 14 4 3 |
| Maqbulganj (Mahomedan) ... | | | | | | | | | | | | | ... | 32 0 0 | ... |
| Golaganj ... ... ... | | | | | | | | | | | | | 12 | 128 12 6 | 10 11 8 |
| Jhawai Tola I. ... ... ... | 106 | 1141 14 3 | 10 12 4 | 147 | 1842 15 9 | 12 8 7 | 131 | 1817 11 3 | 13 14 0 | 173 | 1944 5 7 | 11 3 9 | 15 | 126 0 0 | 8 6 5 |
| Jhawai Tola II. ... ... ... | | | | | | | | | | | | | 24 | 142 1 0 | 5 14 8 |
| Maqbulganj (Hindú) ... ... | | | | | | | | | | | | | 28 | 201 6 0 | 7 3 1 |
| Haidarganj ... ... ... | | | | | | | | | | | | | .. | 67 0 0 | 0 0 0 |
| Fattahganj ... ... ... | | | | | | | | | | | | | 19 | 127 14 0 | 6 11 8 |
| Maqbubganj ... ... ... | | | | | | | | | | | | | ... | 101 12 0 | ... |
| Hossainganj ... ... ... | | | | | | | | | | | | | 13 | 12 0 0 | 0 14 9 |
| Bakass Kathra ... ... ... | | | | | | | | | | | | | 17 | 64 0 0 | 3 1 2 |
| Goshaínganj ... ... ... | | | | | | | | | | | | | 18 | 60 0 0 | 3 5 4 |
| Amethí ... ... ... ... | | | | | | | | | | | | | 25 | 129 0 0 | 5 2 7 |
| Mow ... ... ... ... | | | | | | | | | | | | | 14 | 48 0 0 | 3 6 10 |
| Thawur ... ... ... | | | | | | | | | | | | | 22 | 44 0 0 | 2 0 0 |
| Kakori ... ... ... ... | | | | | | | | | | | | | 15 | 81 0 0 | 5 6 5 |
| Kasmundi ... ... ... | 47 | 34 0 0 | 0 11 7 | 79 | 305 9 0 | 3 13 10 | 159 | 585 0 0 | 3 10 10 | 208 | 447 8 0 | 2 2 5 | 10 | 55 0 0 | 5 8 0 |
| Mall ... ... ... ... | | | | | | | | | | | | | 18 | 72 0 0 | 4 0 0 |
| Mandiyon ... ... ... | | | | | | | | | | | | | 15 | 52 8 0 | 3 8 3 |
| Mahona ... ... ... | | | | | | | | | | | | | 14 | 131 0 0 | 9 5 9 |
| Khalispur ... ... ... | | | | | | | | | | | | | 22 | 72 0 0 | 3 4 4 |
| Ujurriaon ... ... ... | | | | | | | | | | | | | 28 | 12 0 0 | 0 6 10 |
| Sarsawan ... ... ... | | | | | | | | | | | | | 15 | 59 6 6 | 3 15 4 |
| Bakhtiyárnagar ... ... ... | | | | | | | | | | | | | ... | 80 0 0 | ... |
| Mirzaganj ... ... ... | | | | | | | | | | | | | 60 | | |
| Múnshíganj ... ... ... | | | | | | | | | | | | | 19 | | |
| Saddarpur ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 109 | 768 9 6 | 7 0 9 | 27 | 673 5 10 | 4 11 10 |
| Malihábad ... ... | | | | | | | | | | | | | 20 | | |
| Kewalhár ... ... ... | | | | | | | | | | | | | 16 | | |
| Nawábganj ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 18 | 180 0 0 | 10 0 3 |
| Kursí ... ... ... ... | 7 | 9 0 0 | 1 4 6 | 11 | 48 0 0 | 4 5 9 | | | | | | | 16 | 90 0 0 | 5 10 0 |
| Rasoulí ... ... ... | 7 | 14 0 0 | 2 0 0 | 9 | 80 8 0 | 8 15 9 | 62 | 282 8 0 | 4 8 11 | 84 | 404 10 0 | 4 13 1 | 16 | 72 0 0 | 4 8 0 |
| Tikra Usmán ... ... ... | 9 | 12 0 0 | 1 5 4 | 13 | 68 8 0 | 5 4 3 | | | | | | | 15 | 72 0 0 | 4 12 9 |
| Tikra Murtaza ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 15 | 66 0 0 | 4 6 5 |
| Abbási Begam's school ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 18 | 72 2 4 | 4 0 1 |
| Kázi Kazim Alí's school ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 19 | 8 0 4 | 0 6 9 |
| Doulutpur ... ... ... | ... | ... | ... | ... | ... | ... | 93 | 243 15 0 | 2 9 11 | 114 | 375 2 0 | 3 4 7 | 33 | 108 0 0 | 3 4 4 |
| Rannupur ... ... ... | ... | ... | ... | 24 | 41 0 0 | 2 3 10 | | | | | | | 40 | 187 7 9 | 4 11 0 |

| | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Khaki Sarai ... ... ... | ... | ... | ... | 13 | 42 0 0 | 2 3 10 | | | | | | | | | | | 16 | 102 0 0 | 6 6 0 |
| Parsouli ... ... ... | ... | ... | ... | ... | ... | ... | 93 | 243 15 0 | 2 9 11 | 114 | 375 2 0 | 3 4 7 | | | | | 21 | 39 7 9 | 1 14 0 |
| Ramkote ... ... ... | ... | ... | ... | ... | ... | ... | | | | | | | | | | | 11 | 2 10 0 | 0 3 11 |
| Bawan No. I. ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | | | | | 14 | 97 12 0 | 6 15 8 |
| Bawan No. II. ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | | | | | 12 | 21 0 0 | 1 12 0 |
| Suckra ... ... ... ... | ... | ... | ... | | | | | | | | | | | | | | 13 | 72 12 0 | 5 9 6 |
| Majhia ... ... ... ... | ... | ... | ... | 100 | 113 13 11 | 1 2 2 | ... | ... | ... | ... | ... | ... | | | | | 14 | 86 12 0 | 6 3 2 |
| Bakhuria ... ... ... | ... | ... | ... | | | | | | | | | | | | | | 15 | 92 2 6 | 6 2 4 |
| Pihaní No. I. ... ... ... | ... | ... | ... | | | | | | | | | | | | | | 16 | 160 4 0 | 10 0 3 |
| Ditto No. II. ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | | | | | 14 | 113 12 0 | 8 2 0 |
| Ditto No III. ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | | | | | 13 | 97 4 0 | 7 7 8 |
| Shahpur ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | | | | | 16 | 75 5 7 | 4 11 4 |
| Riagain ... ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | | | | | 15 | 96 2 5 | 6 6 7 |
| Oudharanpur ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | | | | | 15 | 96 13 3 | 6 7 3 |
| Umroulí ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | | | | | 14 | 21 0 0 | 1 8 0 |
| Korarí ... ... ... ... | ... | ... | ... | ... | ... | ... | 216 | 652 3 3 | 2 13 7 | 256 | 1000 3 6 | 3 14 6 | | | | | 13 | 97 0 0 | 7 7 5 |
| Burwara ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | | | | | 12 | 70 12 0 | 5 14 4 |
| Baburpur ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | | | | | 16 | 31 0 0 | 1 15 0 |
| Jarouli ... ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | | | | | 14 | 82 12 0 | 5 14 7 |
| Sandila Mandai No. I. ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | | | | | 16 | 60 0 0 | 3 12 0 |
| Ditto Mahtwana ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | | | | | 20 | 86 0 0 | 4 4 10 |
| Ditto Hindus ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | | | | | 15 | 30 0 0 | 2 0 0 |
| Ditto Mandai No. II. ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | | | | | 20 | 59 0 0 | 2 15 2 |
| Ditto Barwari ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | | | | | 20 | 30 0 0 | 1 8 0 |
| Purial ... ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | | | | | 10 | 21 0 0 | 2 1 7 |
| Muhammadí ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 18 | 85 8 0 | 4 12 0 | | | | | 21 | 85 8 0 | 4 1 2 |
| Pusgawan ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | | | | | 21 | 20 0 0 | 0 15 3 |
| Aurangabad in Mahulla Banias ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | | | | | 32 | 20 4 0 | 0 10 1 |
| Ditto ditto Saidwara ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | | | | | 26 | 18 4 | 9 11 1 |
| Ditto ditto Brahmins ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | | | | | 20 | 5 4 0 | 0 4 2 |
| Barwar ditto Saidwara ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | | | | | 31 | 5 4 0 | 0 2 8 |
| Ditto ditto Brahmins ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | | | | | 23 | 5 4 0 | 0 3 8 |
| Moghulpura ... ... ... | 20 | 334 13 7 | 9 0 9 | 55 | 631 15 0 | 11 7 10 | 68 | 644 2 0 | 9 7 6 | 105 | 1086 0 0 | 10 5 6 | | | | | 74 | 1012 12 0 | 8 12 11 |
| Khurd Mahal ... ... ... | 17 | | | | | | | | | | | | | | | | 41 | | |
| Akbarpur ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 39 | 36 0 0 | 1 9 6 | | | | | 28 | 48 12 0 | 1 11 10 |
| Tanda ... ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | | | | | 13 | 45 12 0 | 3 8 4 |
| Kazipura ... ... ... | ... | ... | ... | ... | ... | ... | 25 | ... | ... | 25 | 179 4 6 | 7 2 9 | | | | | 22 | 98 8 6 | 4 7 8 |
| Akbarpura ... ... ... | | | | | | | | | | | | | | | | | ... | 17 8 9 | ... |
| Katawan ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 35 | 144 0 0 | 4 1 9 | | | | | 18 | 71 0 0 | 3 15 1 |
| Jagdispur ... ... ... | | | | | | | | | | | | | | | | | 15 | 71 0 0 | 4 11 8 |
| Sultánpur ... ... ... | | | | | | | | | | | | | | | | | 25 | | |
| Dehwa ... ... ... ... | 111 | 229 0 6 | 2 1 0 | 115 | 458 11 6 | 3 15 1 | 97 | 365 7 6 | 3 12 3 | 93 | 295 15 6 | 3 2 11 | | | | | 22 | 349 9 6 | 4 3 5 |
| Piyariputti ... ... | | | | | | | | | | | | | | | | | 17 | | |
| Tiari ... ... ... ... | | | | | | | | | | | | | | | | | 19 | | |
| Nawabganj ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 14 | 23 1 0 | 1 10 4 | | | | | 7 | 60 0 0 | 3 8 11 |
| Rái Bareli ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | | | | | 19 | 48 0 0 | 2 8 5 |
| **Jail Schools.** | | | | | | | | | | | | | | | | | | | |
| Jail School, Lucknow ... .. | 114 | 217 14 0 | 1 14 7 | 78 | 360 0 0 | 4 9 10 | 69 | 379 8 0 | 5 7 8 | 67 | 360 0 0 | 5 5 11 | | | | | 71 | 360 0 0 | 5 1 2 |
| Jail School, Sultánpur, ... ... | ... | ... | ... | 14 | ... | ... | 12 | ... | ... | ... | ... | ... | | | | | 2 | ... | ... |
| **Government Normal Schools.** | | | | | | | | | | | | | | | | | | | |
| Male Normal School, Lucknow. ... | 195 | 17936 13 0 | 91 15 8 | 206 | 19153 0 8 | 92 15 7 | 197 | 19412 2 5 | 98 8 6 | 130 | 14656 15 9 | 112 11 11 | | | | | 139 | 15120 11 0 | 108 12 6 |
| Female ditto, Golaganj. ... | 12 | 667 12 9 | 55 10 4 | 20 | 1552 12 9 | 7 10 3 | 17 | 1436 13 0 | 84 8 3 | 10 | 1218 0 7 | 121 12 10 | | | | | 4 | 221 11 0 | 55 6 9 |
| Hindú Female Normal School, Malihabad, ... ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | | | | | 9 | 177 1 0 | 19 10 9 |

# TABLE XII.—(*Continued.*)

| Name of Institution. | 1867-68 | | | 1868-69. | | | 1869-70. | | | 1870-71. | | | 1871-72. | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Average attendance. | Total cost. | Cost of each pupil's education. | Average number of pupils on the rolls. | Total cost. | Cost of each pupil's education. | Average number of pupils on the rolls. | Total cost. | Cost of each pupil's education. | Average number of pupils on the rolls. | Total cost. | Cost of each pupil's education. | Average number of pupils on the rolls. | Total cost. | Cost of each pupil's education. |
| Mahomedan Female Normal School Malihabad. ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 13 | 615 14 0 | 47 10 11 |
| Female Normal Schools Pehani. ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 5 | 353 6 0 | 70 10 9 |
| PRIVATE COLLEGES. | | | | | | | | | | | | | | | |
| College Department ... ... | | | | | | | | | | | | | 46 | 26365 15 8½ | 573 2 9 |
| School Department ... ... | 556 | 42891 2 0 | 77 2 3 | 615 | 49232 4 11 | 80 0 10 | 668 | 54258 13 10 | 81 3 7 | 674 | 62372 14 9 | 92 8 8 | 297 | 17288 4 6½ | 58 3 4 |
| Oriental Department ... ... | | | | | | | | | | | | | 165 | 6524 4 6½ | 39 8 8 |
| Preparatory School ... ... | | | | | | | | | | | | | 224 | 5384 4 6½ | 24 0 7 |
| Law Department ... ... ... | | | | | | | | | | | | | 29 | 3600 0 0 | 124 15 0 |
| | | | | | | | | | | | | | 7 | | |
| PRIVATE SCHOOLS HIGHER CLASS. | | | | | | | | | | | | | | | |
| Balrampur ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 176 | 3951 5 6 | 22 7 3 |
| PRIVATE SCHOOLS MIDDLE CLASS. | | | | | | | | | | | | | | | |
| Ajudhya School ... ... ... | 79 | 937 13 0 | 11 13 11 | 131 | 1117 2 9 | 8 8 5 | 124 | 1312 12 9 | 10 9 4 | 123 | 1361 14 0 | 11 1 1 | 124 | 1402 10 9 | 11 4 10 |
| Zaidpur ditto with 1 branch ... | 71 | 979 3 9 | 13 12 8 | 64 | 982 0 7 | 15 5 6 | 63 | 957 4 6 | 15 3 1 | 78 | 978 7 0 | 12 8 8 | 77 | 889 11 0 | 11 8 10 |
| Fatahpur ditto ditto ... ... | 77 | 1064 15 0 | 13 13 3 | 84 | 980 6 0 | 11 10 8 | 87 | 1053 4 0 | 12 1 8 | 72 | 1024 13 6 | 14 3 9 | 94 | 1133 15 0 | 12 1 0 |
| Mallawan ditto ... ... ... | 94 | 1097 7 6 | 11 10 9 | 143 | 1450 3 0 | 10 2 3 | 150 | 1143 5 9 | 7 9 11 | 138 | 991 7 0 | 7 2 11 | 128 | 900 0 7 | 7 0 6 |
| Evening ditto Lucknow ... ... | 98 | 1972 7 1 | 20 2 0 | 76 | 2300 0 0 | 30 4 2 | 66 | 1800 13 6 | 27 4 6 | 51 | 1490 5 1 | 29 3 7 | 31 | 906 7 5 | 29 3 10 |
| Mahmudabad School with 1 branch... | ... | ... | ... | 116 | 1603 4 9 | 13 3 2 | 129 | 2195 11 0 | 17 0 4 | 152 | 2216 6 0 | 14 9 3 | 113 | 2094 10 3 | 18 8 7 |
| Akauna School with 2 branches ... | ... | ... | ... | 42 | 592 2 0 | 14 1 6 | 66 | 1268 15 7 | 19 3 7 | 60 | 1252 12 0 | 20 14 0 | 119 | 1083 7 7 | 9 1 8 |
| Boundi ditto with 4 branches ... | ... | ... | ... | 61 | 316 5 4 | 5 2 11 | 77 | 1167 10 0 | 15 2 7 | 72 | 1247 10 9 | 17 5 3 | 206 | 1318 8 0 | 6 6 0 |
| American Mission School Rái Barelí with 5 branches ... ... | 101 | 1488 2 5 | 14 11 9 | 91 | 2047 2 0 | 22 7 11 | 104 | 2074 13 3 | 20 4 0 | 104 | 1879 0 0 | 18 1 0 | 224 | 2346 0 0 | 10 7 6 |
| A Mission School Hossainabad ... | 165 | 5208 7 0 | 31 9 0 | 128 | 5218 7 0 | 40 12 3 | 100 | 5566 9 0 | 55 10 7 | 99 | 5291 0 0 | 53 7 0 | 94 | 4222 13 0 | 44 14 9 |
| Ditto ditto Saádutganj ... | 80 | 604 13 0 | 7 8 11 | 64 | 610 13 6 | 9 8 5 | 54 | 640 13 0 | 11 13 10 | 51 | 628 0 0 | 12 5 0 | 57 | 638 9 6 | 11 3 3 |
| Ditto ditto Saddar Bazár ... | 74 | 833 4 3 | 11 4 1 | 104 | 987 0 0 | 9 7 10 | 91 | 966 0 0 | 10 9 10 | 82 | 1000 0 0 | 12 3 1 | 91 | 893 11 9 | 9 13 1 |
| Ditto ditto Hassungaj ... | 57 | 442 4 0 | 7 12 1 | 66 | 628 7 6 | 9 8 4 | 48 | 685 10 0 | 14 4 6 | 52 | 693 0 0 | 13 5 3 | 57 | 718 0 0 | 12 9 6 |
| Ditto ditto Kashmiri Mohulla | 83 | 464 6 9 | 5 9 6 | 84 | 712 4 6 | 8 5 9 | 75 | 761 7 9 | 10 2 5 | 90 | 860 0 0 | 9 8 10 | 88 | 1005 11 0 | 11 6 10 |
| Ditto ditto Khairabad ... | 90 | 1214 12 9 | 13 7 11 | 87 | 1253 14 3 | 14 6 7 | 94 | 1403 14 6 | 14 14 11 | 95 | 1296 0 0 | 13 10 3 | 73 | 1255 8 0 | 17 3 2 |
| Church Mission Raja-ka-bazár ... | 111 | 3600 15 0 | 32 7 0 | 126 | 3600 0 0 | 28 9 1 | 317 | 3635 0 0 | 11 7 5 | 260 | 4800 0 0 | 18 7 4 | 230 | 3600 0 0 | 24 5 6 |
| Ditto ditto Victoria Street | 130 | 1257 10 6 | 9 10 9 | 89 | 1560 0 0 | 17 8 5 | 156 | 1560 0 0 | 10 0 0 | 138 | 1560 0 0 | 11 4 10 | 119 | 1560 0 0 | 13 1 9 |
| Ditto ditto Rani Katra ... | 85 | 677 1 9 | 7 15 5 | 75 | 1181 15 0 | 15 12 1 | 82 | 1440 0 0 | 17 5 0 | 82 | 840 0 0 | 10 3 10 | 77 | 890 0 0 | 11 8 11 |
| Ditto ditto Nakhas-ka-pul | 101 | 777 1 9 | 7 11 1 | 107 | 1181 15 0 | 11 0 9 | 64 | 1440 0 0 | 22 8 0 | 80 | 842 12 0 | 10 8 6 | 77 | 890 0 0 | 11 8 11 |
| Bhinga School ... ... ... | ... | ... | ... | ... | ... | ... | ... | 62 4 0 | ... | 61 | 934 0 0 | 15 5 0 | 74 | 804 0 0 | 10 13 10 |
| Gopamow School .. ... ... | 81 | 535 0 9 | 6 9 8 | 112 | 628 3 0 | 5 9 9 | 78 | 501 7 0 | 6 6 10 | 64 | 469 12 0 | 7 5 5 | 60 | 342 2 10 | 5 11 3 |
| Pihani School with 1 branch ... | 58 | 215 15 3 | 3 11 6 | 100 | 532 2 9 | 5 5 1 | 113 | 495 12 0 | 4 6 2 | 108 | 419 15 4 | 3 14 3 | 136 | 510 8 0 | 3 12 1 |

| | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Shankarpur Barai School ... ... | 28 | 154 | 0 | 0 | 5 | 8 | 0 | 40 | 156 | 13 | 6 | 3 | 14 | 8 | 41 | 239 | 4 | 4 | 5 | 13 | 4 | 45 | 201 | 5 | 0 | 4 | 7 | 7 | 60 | 240 | 0 | 0 | 4 | 0 | 0 |
| Machhrahta ditto ... ... | 54 | 1041 | 3 | 1 | 19 | 4 | 6 | 101 | 1060 | 7 | 4 | 10 | 7 | 11 | 87 | 1037 | 1 | 3 | 11 | 14 | 8 | 63 | 894 | 8 | 8 | 14 | 3 | 2 | 84 | 551 | 15 | 0 | 6 | 9 | 1 |
| Tambor ditto ... ... | 43 | 523 | 5 | 9 | 12 | 2 | 8 | 57 | 506 | 11 | 9 | 8 | 14 | 2 | 75 | 499 | 5 | 11 | 6 | 10 | 6 | 92 | 518 | 6 | 9 | 5 | 10 | 2 | 65 | 462 | 8 | 0 | 7 | 2 | 0 |
| Laharpur ditto ... ... | 106 | 504 | 0 | 0 | 4 | 12 | 0 | 107 | 527 | 6 | 0 | 4 | 14 | 1 | 125 | 607 | 7 | 9 | 4 | 13 | 9 | 119 | 618 | 12 | 3 | 5 | 3 | 2 | 134 | 637 | 4 | 10 | 4 | 12 | 1 |
| Paintipur ditto ... ... | 70 | 527 | 8 | 9 | 7 | 8 | 6 | 69 | 542 | 1 | 3 | 7 | 13 | 8 | 70 | 552 | 2 | 6 | 7 | 14 | 3 | 66 | 528 | 8 | 6 | 8 | 0 | 1 | 72 | 492 | 11 | 10 | 6 | 13 | 6 |
| Hargaon ditto ... ... | 54 | 466 | 14 | 0 | 8 | 10 | 4 | 56 | 486 | 5 | 0 | 8 | 10 | 11 | 72 | 507 | 13 | 6 | 7 | 0 | 10 | 80 | 519 | 1 | 6 | 6 | 7 | 9 | 74 | 472 | 9 | 6 | 6 | 6 | 2 |
| Nimsar ditto ... ... | 48 | 343 | 12 | 8 | 7 | 2 | 7 | 56 | 443 | 12 | 9 | 7 | 14 | 9 | 65 | 454 | 0 | 0 | 6 | 15 | 9 | 62 | 440 | 11 | 0 | 7 | 1 | 8 | 66 | 438 | 12 | 0 | 6 | 10 | 4 |
| Qutubnagar ditto ... ... | 49 | 471 | 1 | 10 | 9 | 9 | 10 | 54 | 430 | 9 | 0 | 7 | 15 | 7 | 60 | 411 | 6 | 4 | 6 | 13 | 8 | 61 | 450 | 14 | 6 | 7 | 6 | 3 | 72 | 509 | 12 | 0 | 7 | 1 | 3 |
| Maharajnagar ditto ... .. | 37 | 563 | 13 | 6 | 15 | 3 | 9 | 45 | 520 | 11 | 0 | 11 | 9 | 1 | 62 | 470 | 11 | 4 | 7 | 9 | 5 | 68 | 478 | 14 | 0 | 7 | 0 | 8 | 62 | 462 | 6 | 0 | 7 | 7 | 4 |
| Paraspur school with 4 branches | 47 | 494 | 5 | 6 | 10 | 8 | 3 | 85 | 673 | 12 | 9 | 7 | 14 | 9 | 76 | 675 | 9 | 0 | 8 | 14 | 3 | 83 | 685 | 14 | 9 | 8 | 4 | 2 | 220 | 974 | 2 | 6 | 4 | 6 | 10 |
| Begamganj ditto ... ... | ... | ... | | | ... | | | ... | ... | | | ... | | | 44 | 229 | 6 | 6 | 5 | 3 | 7 | 52 | 257 | 0 | 3 | 4 | 15 | 1 | 62 | 335 | 5 | 9 | 5 | 6 | 6 |
| Baragaon ditto ... ... | ... | ... | | | ... | | | 36 | 224 | 4 | 4 | 6 | 3 | 8 | 74 | 412 | 11 | 6 | 5 | 9 | 2 | 59 | 401 | 2 | 6 | 6 | 12 | 9 | 58 | 439 | 8 | 6 | 7 | 9 | 3 |
| Sandi ditto ... ... | 66 | 1202 | 2 | 9 | 18 | 13 | 5 | 81 | 1165 | 14 | 10 | 14 | 6 | 3 | 93 | 891 | 4 | 3 | 9 | 9 | 4 | 97 | 471 | 5 | 6 | 4 | 13 | 9 | 105 | 504 | 13 | 3 | 4 | 12 | 11 |
| Mahona ditto with 1 branch ... | 90 | 203 | 10 | 2 | 2 | 4 | 7 | 83 | 1072 | 12 | 6 | 12 | 14 | 9 | 64 | 651 | 14 | 6 | 10 | 2 | 11 | 113 | 681 | 7 | 3 | 6 | 0 | 5 | 136 | 706 | 0 | 6 | 6 | 4 | 10 |
| **Private Schools Lower Class.** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sikandrabad school with 2 branches | 31 | 493 | 8 | 0 | 15 | 14 | 8 | 27 | 465 | 2 | 3 | 17 | 3 | 7 | 31 | 481 | 12 | 0 | 7 | 3 | 0 | 34 | 193 | 4 | 1 | 3 | 4 | 11 | 111 | 287 | 6 | 4 | 2 | 9 | 5 |
| Aliganj ditto ... ... | 31 | 30 | 6 | 6 | 0 | 15 | 8 | 36 | 124 | 5 | 6 | 3 | 7 | 3 | 36 | | | | | | | 64 | | | | | | | 57 | 111 | 11 | 0 | 1 | 15 | 4 |
| Kahmara ditto with 1 branch ... | ... | ... | | | ... | | | ... | ... | | | ... | | | ... | ... | | | ... | | | 51 | ... | | | ... | | | 82 | 214 | 5 | 0 | 2 | 9 | 10 |
| Dhowrehra ditto ... ... | 23 | 108 | 0 | 0 | 4 | 11 | 1 | 25 | 231 | 11 | 10 | 9 | 4 | 3 | 20 | 129 | 8 | 0 | 6 | 7 | 7 | 23 | 121 | 1 | 0 | 5 | 4 | 3 | 31 | 123 | 2 | 0 | 3 | 15 | 6 |
| Nawabganj Aliabad school ... | 23 | 360 | 0 | 0 | 15 | 10 | 5 | ... | ... | | | ... | | | ... | 360 | 0 | 0 | | ... | | 43 | 360 | 0 | 0 | 8 | 5 | 11 | 46 | 360 | 0 | 0 | 7 | 13 | 2 |
| C. Mission school Hazratganj ... | ... | ... | | | ... | | | ... | ... | | | ... | | | 42 | 108 | 0 | 0 | 2 | 8 | 5 | 35 | 113 | 9 | 7 | 3 | 3 | 11 | 25 | 144 | 0 | 0 | 5 | 12 | 2 |
| A. Mission ditto Pannapur ... | ... | ... | | | ... | | | ... | ... | | | ... | | | ... | ... | | | | ... | | 45 | 575 | 0 | 0 | 12 | 12 | 5 | 55 | 672 | 0 | 0 | 12 | 3 | 6 |
| Maharajganj ditto ... ... | ... | ... | | | ... | | | 20 | 68 | 0 | 0 | 3 | 6 | 5 | 15 | 63 | 0 | 0 | 4 | 3 | 2 | 17 | 65 | 0 | 0 | 3 | 13 | 2 | 17 | 63 | 0 | 0 | 3 | 11 | 4 |
| Dharamnagar ditto ... ... | 14 | 84 | 0 | 0 | 6 | 0 | 0 | 30 | 54 | 0 | 0 | 1 | 12 | 9 | 27 | 51 | 0 | 0 | 1 | 13 | 2 | 21 | 53 | 0 | 0 | 2 | 8 | 5 | 6 | 51 | 0 | 0 | 8 | 8 | 0 |
| Girdharaiyan ditto ... ... | ... | ... | | | ... | | | ... | ... | | | ... | | | ... | ... | | | ... | | | ... | ... | | | ... | | | 7 | 57 | 12 | 0 | 8 | 4 | 0 |
| Mathura ditto ... ... | 17 | 170 | 0 | 0 | 10 | 0 | 0 | 25 | 85 | 0 | 0 | 3 | 6 | 5 | 27 | 135 | 0 | 0 | 5 | 0 | 0 | 33 | 137 | 0 | 0 | 4 | 2 | 5 | 27 | 75 | 0 | 0 | 2 | 12 | 8 |
| Sheopur ditto ... ... | 18 | 80 | 0 | 0 | 4 | 7 | 0 | 16 | 94 | 8 | 0 | 5 | 14 | 4 | 14 | 75 | 0 | 0 | 5 | 5 | 8 | 11 | 77 | 0 | 0 | 7 | 0 | 0 | 13 | 75 | 0 | 0 | 5 | 12 | 4 |
| Tulshipur ditto ... ... | 12 | 66 | 0 | 0 | 5 | 8 | 0 | 30 | 81 | 0 | 0 | 2 | 11 | 2 | 22 | 75 | 0 | 0 | 3 | 6 | 6 | 23 | 53 | 0 | 0 | 2 | 4 | 10 | 40 | 75 | 0 | 0 | 1 | 14 | 0 |
| Panchperwa ditto ... ... | 17 | 84 | 0 | 0 | 4 | 15 | 0 | 24 | 89 | 0 | 0 | 3 | 11 | 4 | 18 | 75 | 0 | 0 | 4 | 2 | 8 | 18 | 78 | 0 | 0 | 4 | 5 | 4 | 22 | 75 | 0 | 0 | 3 | 6 | 6 |
| Pipehra ditto ... ... | 25 | 96 | 0 | 0 | 3 | 13 | 5 | 25 | 88 | 0 | 0 | 3 | 8 | 4 | 24 | 75 | 0 | 0 | 3 | 2 | 0 | 24 | 78 | 0 | 0 | 3 | 4 | 0 | 28 | 75 | 0 | 0 | 2 | 10 | 10 |
| Harharpur ditto ... ... | ... | ... | | | ... | | | 23 | 68 | 0 | 0 | 2 | 15 | 4 | 19 | 63 | 0 | 0 | 6 | 4 | 9 | 16 | 65 | 0 | 0 | 4 | 1 | 0 | 15 | 63 | 0 | 0 | 4 | 3 | 2 |
| Bankatwa ditto ... ... | 10 | 66 | 0 | 0 | 6 | 9 | 7 | 14 | 68 | 0 | 0 | 4 | 13 | 9 | 10 | 63 | 0 | 0 | 6 | 4 | 9 | 6 | 65 | 0 | 0 | 10 | 13 | 4 | 10 | 63 | 0 | 0 | 6 | 4 | 10 |
| Barwar ditto ... ... | 19 | 151 | 10 | 0 | 7 | 15 | 8 | 27 | 187 | 0 | 0 | 6 | 14 | 9 | 41 | 192 | 13 | 8 | 4 | 11 | 3 | 43 | 178 | 7 | 6 | 4 | 3 | 0 | 138 | 213 | 4 | 10 | 1 | 8 | 9 |
| Pasgawan ditto ... ... | 30 | 144 | 0 | 0 | 4 | 12 | 9 | 40 | 207 | 1 | 0 | 5 | 2 | 9 | 40 | 170 | 2 | 4 | 4 | 4 | 0 | 41 | 225 | 10 | 6 | 5 | 8 | 1 | 89 | 202 | 11 | 5 | 2 | 4 | 5 |
| Aurangzbad ditto with 3 branches | 31 | 148 | 13 | 0 | 4 | 12 | 9 | 27 | 146 | 1 | 6 | 5 | 6 | 6 | 60 | 178 | 14 | 8 | 2 | 15 | 8 | 78 | 195 | 10 | 0 | 2 | 8 | 2 | 181 | 362 | 4 | 9 | 2 | 0 | 0 |
| Paila ditto ... ... | ... | ... | | | ... | | | ... | ... | | | ... | | | 22 | 61 | 6 | 9 | 2 | 12 | 8 | 27 | 107 | 6 | 9 | 3 | 15 | 8 | 24 | 89 | 13 | 9 | 3 | 11 | 11 |
| Palia ditto ... ... | ... | ... | | | ... | | | ... | ... | | | ... | | | 45 | 114 | 15 | 1 | 2 | 8 | 10 | 30 | 202 | 9 | 9 | 6 | 12 | 1 | 57 | 190 | 0 | 0 | 3 | 4 | 8 |
| Hindu ditto ... ... | ... | ... | | | ... | | | ... | ... | | | ... | | | .. | ... | | | | ... | | 20 | 280 | 0 | 0 | 14 | 0 | 0 | 20 | 228 | 0 | 0 | 11 | 6 | 5 |
| Regimental ditto ... ... | ... | ... | | | ... | | | ... | ... | | | ... | | | ... | ... | | | ... | | | ... | ... | | | ... | | | 50 | ... | | | ... | | |
| **Private Female Schools.** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| La Martiniere Girls school Lucknow | 55 | 6526 | 0 | 0 | 118 | 10 | 5 | 28 | 5181 | 2 | 8 | 185 | 7 | 6 | 41 | 6508 | 14 | 3 | 158 | 12 | 0 | 71 | 11005 | 7 | 11 | 155 | 0 | 1 | 63 | 14343 | 1 | 2 | 227 | 10 | 8 |
| Christian A. M. Girl's school ditto ... | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 39 | | | | | | |
| Hussaingunj ditto ditto ... | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 19 | | | | | | |
| Mukarimnagar ditto ditto ... | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 19 | | | | | | |
| Patanala ditto ditto .. | ... | ... | | | ... | | | ... | ... | | | ... | | | ... | ... | | | ... | | | 162 | 1950 | 0 | 0 | 12 | 0 | 7 | 23 | 370 | 0 | 0 | 9 | 7 | 9 |
| Nakhas ditto ditto ... | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 22 | | | | | | |
| Naubasta ditto ditto ... | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 22 | | | | | | |
| Choupattia ditto ditto ... | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 22 | | | | | | |
| Raja ka bazar C. M. Girl's School ... | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 22 | | | | | | |
| Nakhas ditto ditto ... | 85 | 2621 | 0 | 0 | 30 | 13 | 4 | 97 | 2531 | 0 | 0 | 26 | 1 | 5 | 117 | 2387 | 3 | 2 | 20 | 6 | 5 | 113 | 2321 | 8 | 0 | 20 | 8 | 8 | 22 | 2040 | 2 | 9 | 21 | 4 | 0 |
| Golaganj ditto ditto ... | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 18 | | | | | | |
| Christian and Bazár Girl's school ... | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 34 | | | | | | |
| Zenana Mission Agency Lucknow ... | ... | ... | | | ... | | | ... | ... | | | ... | | | ... | ... | | | ... | | | 32 | 2077 | 0 | 0 | 64 | 14 | 6 | 75 | 2443 | 0 | 0 | 32 | 9 | 2 |

# TABLE XII.—(*Continued.*)

| Name of Institution. | 1867-68. | | | 1868-69. | | | 1869-70. | | | 1870-71. | | | 1871-72. | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Average attendance. | Total cost. | Cost of each pupil's education. | Average number of pupils on the rolls. | Total cost. | Cost of each pupil's education. | Average number of pupils on the rolls. | Total cost. | Cost of each pupil's education | Average number of pupils on the rolls. | Total cost. | Cost of each pupil's education. | Average number of pupils on the rolls. | Total cost. | Cost of each pupil's education. |
| PRIVATE INDIGENOUS SCHOOLS. | | | | | | | | | | | Rs. As. P | Rs. As. P. | | Rs. As. P | Rs. As. P. |
| Lucknow ... .. ... | ... | . | ... | ... | ... | ... | ... | ... | ... | 915 | ... | ... | 1210 | 4006 8 0 | 3 5 0 |
| Bára Bankí ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 602 | 335 12 0 | 0 8 11 | 576 | 3060 8 0 | 5 5 0 |
| Unáo ... ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 3292 5 0 | 6 1 2 | 499 | 3294 4 0 | 6 9 4 |
| Sítápur ... ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 2159 4 0 | .. |
| Hardui ... ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 478 | 4766 0 0 | 9 15 6 | 352 | 3044 0 0 | 8 10 10 |
| Kheri ... ... ... ... | ... | ... | ... | ... | .. | ... | ... | ... | ... | ... | ... | ... | 72 | 421 0 0 | 5 13 6 |
| Faizabad ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 159 5 0 | ... | ... | 168 1 0 | ... |
| Gonda ... ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 16 6 0 | ... |
| Bharaich ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 161 | 533 5 0 | 3 5 0 | 265 | 1116 0 0 | 4 3 5 |
| Rái Barelí ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1000 0 0 | ... | 315 | 1848 0 0 | 5 13 1 |
| Sultánpur ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | .. | ... | 141 | 1244 4 0 | 8 13 2 |
| Pratábgarh ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1347 0 0 | ... | 202 | 50 6 0 | 0 4 0 |

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*The 19th June 1872.*

COLIN BROWNING, M. A.,
*Director of Public Instruction, Oudh.*

# APPENDIX A.

## Table XIII.—Distinctions conferred by the Calcutta University during the year 1871-72.

| Number. | Name of Students. | Name of Institutions. | Distinctions conferred. | Remarks. |
|---|---|---|---|---|
| 1 | Brajindro Náth De, ... ... | Canning College, | M. A. Examination first grade, | Silver Medal. |
| 2 | Brajindro Náth De, ... ... | Ditto | B. A. " " " | |
| 3 | Hanuman Prasad, ... ... | Ditto | B. A. " second " | |
| 4 | Sirí Râm, ... ... ... ... | Ditto | F. E. A. " " " | |
| 5 | Rám Narayan, ... ... ... | Ditto | Ditto " " " | |
| 6 | Suraj Narayan, ... ... ... | Ditto | Ditto " " " | |
| 7 | Pitam Rai,... ... ... ... | Ditto | Ditto " third " | |
| 8 | Puran Chand, ... ... ... | Ditto | Ditto " " " | |
| 9 | Ganesh Chandra Banerji,... ... | Ditto | Entrance, " first " | |
| 10 | Mohammad Husain, .... ... | Ditto | Ditto " " " | |
| 11 | Mahendro Nath Banerji, ... ... | Ditto | Ditto " " " | |
| 12 | Hari Charan Rai, ... ... .. | Ditto | Ditto " second " | |
| 13 | Rám Dás, ... ... ... ... | Ditto | Ditto " " " | |
| 14 | Joálá Prasad Chatarji, ... ... | Ditto | Ditto " " " | |
| 15 | Prithi Náth, ... ... ... | Ditto | Ditto " third " | |
| 16 | Anni Lál, ... ... ... ... | Hardui Zila School, | Ditto " first " | |
| 17 | Lachhman Prasad, ... ... | Ditto | Ditto " " " | |
| 18 | Sheo Narayan Tiwari, ... ... | Ditto | Ditto " second " | |
| 19 | Maulá Bakhsh, ... ... ... | Ditto | Ditto " " " | |
| 20 | Janki Prasad, ... ... ... | Lakhimpur Zila School, | Ditto " first " | |
| 21 | Har Prasád, ... ... ... | Ditto | Ditto " second " | |
| 22 | Ram Kalpa Ghós,... ... ... | Ditto | Ditto " " " | |
| 23 | Bisheshur Dyál, ... ... ... | Unáo Zila School, | Ditto " " " | |
| 24 | Raghbir Sahai, ... ... ... | Ditto | Ditto " " " | |
| 25 | Hari Prasanno Chatarji, ... ... | Ditto | Ditto " third " | |
| 26 | Hari Singh, ... ... .. | Rái Barelí, " | Ditto " second " | |
| 27 | Devi Prasad, ... ... ... | Ditto | Ditto " third " | |
| 28 | Mohammad Azim,... ... ... | Sultánpur, " | Ditto " second " | |
| 29 | Bans Gopal, ... ... ... | Faizabad, " | Ditto " first " | |
| 30 | Rám Singh, ... ... ... | Ditto | Ditto " second " | |
| 31 | Abhai Charan Chatarji, ... ... | Ditto | Ditto " " " | |
| 32 | Mohadeo Prasad, ... ... ... | Ditto | Ditto " " " | |
| 33 | Zálim Singh, ... ... ... | Ditto | Ditto " third " | |
| 34 | Bechú Lál,... ... ... ... | Bára Bankí, " | Ditto " " " | |
| 35 | Nand Prasad, ... ... ... | Balrámpur, " | Ditto " first " | |
| 36 | Beni Madho, ... ... ... | Ditto | Ditto " third " | |
| 37 | R. Tooze, ... ... ... ... | La'Martiniere College, | Ditto " first " | |
| 38 | G. Neville,... ... ... ... | Ditto | Ditto " " " | |
| 39 | H. Lilley, ... ... ... ... | Ditto | C. U Entrance Exn. 2nd grade, | |
| 40 | J. Hoyle, ... ... ... ... | Ditto | Ditto " " " | |
| 41 | W. R. Gilbert, ... ... ... | Ditto | Ditto " " " | |

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*The 19th June 1872.*

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*Director of Public Instruction, Oudh.*

# APPENDIX A.

## TABLE No. XIV.—Return of Scholarships gained during the year 1870-71.

*A.—Senior Scholarships gained at Colleges.*

| Name of scholars. | College at which gained. | When gained. | Free or stipendiary, | Rs. A. P. | For how long tenable. | For proficiency in what branch. | Remarks. |
|---|---|---|---|---|---|---|---|
| Bidhu Bhoshan Mukerji, ... | Canning College. | January 1872, | Stipendiary, | | One year. | C. U. First Arts' Examination 2nd grade. | |
| Ruffi-ud-deen Beg,* ... | Ditto, | Ditto, | Ditto, | 10 0 0 | Ditto, | Ditto, ditto, „ | |
| Yusaf-uzzaman, ... | Ditto, | Ditto, | Ditto, | 10 0 0 | Ditto, | Ditto, ditto, 3rd „ | |
| Mirza Nisar Husain, ... | Ditto, | Ditto, | Ditto, | 10 0 0 | Ditto, | Ditto, ditto, 3rd „ | |
| Bishambhar Nath, ... | Ditto, | Ditto, | Ditto, | 10 0 0 | Ditto, | Ditto, ditto, 2nd „ | |
| Sirí Ram, ... | Ditto, | Ditto, | Ditto, | 10 0 0 | Ditto, | Ditto, ditto, 2nd „ | |
| Rám Naráyan, ... | Ditto. | Ditto, | Ditto, | 10 0 0 | Ditto, | Ditto, ditto, 2nd „ | |
| Suraj Naráyan, ... | Ditto, | Ditto, | Ditto, | 10 0 0 | Ditto, | Ditto, ditto, 3rd „ | |
| Pitam Rai,* ... | Ditto, | Ditto, | Ditto, | 10 0 0 | Ditto, | Ditto, ditto, 3rd „ | |
| Puran Chand, ... | Ditto, | Ditto, | Ditto, | 9 0 0 | Ditto, | Ditto, ditto, 3rd „ | |
| Madho Prasad Tiwari, .. | Ditto, | Ditto, | Ditto, | 9 0 0 | Ditto, | C. U. Entrance Examination, 1st „ | |
| Har Naráyan, ... | Ditto, | Ditto, | Ditto, | 6 0 0 | Ditto, | Ditto, 2nd ditto, „ | |
| Razá Husain, ... | Ditto, | Ditto, | Ditto, | 5 0 0 | Ditto, | Ditto, 2nd ditto, „ | |
| Mahammed Taqi, ... | Ditto, | Ditto, | Ditto, | 6 0 0 | Ditto, | Ditto, 2nd ditto, „ | |
| Ram Nath Bhattacharji, ... | Ditto, | Ditto, | Ditto, | 5 0 0 | Ditto, | Ditto, 2nd ditto, „ | |
| Bije Shankar, ... | Ditto, | Ditto, | Ditto, | 5 0 0 | Ditto, | Ditto, 2nd ditto, „ | |
| Nihál Singh, ... | Ditto, | Ditto, | Ditto, | 8 0 0 | Ditto, | Ditto, 1st ditto, „ | |
| Lachhmí Naráyan, ... | Ditto, | Ditto, | Ditto, | 8 0 0 | Ditto, | Ditto, 1st ditto, „ | |
| Shiva Govind Misra, ... | Ditto, | Ditto, | Ditto, | 8 0 0 | Ditto, | Ditto, 2nd ditto, „ | |
| Kalká Prasad, ... | Ditto, | Ditto, | Ditto, | 6 0 0 | Ditto, | Ditto, 1st ditto, „ | |
| Abid Husain, ... | Ditto, | Ditto, | Ditto, | 8 0 0 | Ditto, | Ditto, 2nd ditto, „ | |
| Basdeo Lal, ... | Ditto, | Ditto, | Ditto, | 6 0 0 | Ditto, | Ditto, 1st ditto, „ | |
| Kidár Nath Sen,* ... | Ditto, | Ditto, | Ditto, | 8 0 0 | Ditto, | Ditto, 3rd ditto, „ | |
| Bhagwan Dayál, ... | Ditto, | Ditto, | Ditto, | 5 0 0 | Ditto, | Ditto, 3rd ditto, „ | |
| Ganesh Chandra Banarji, ... | Ditto, | Ditto, | Ditto, | 5 0 0 | Ditto, | Ditto, 1st ditto, „ | |
| Mahammad Husain, ... | Ditto, | Ditto, | Ditto, | 6 0 0 | Ditto, | Ditto, 1st ditto, „ | |
| Mahendro Nath Mukerji, ... | Ditto, | Ditto, | Ditto, | 6 0 0 | Ditto, | Ditto, 1st ditto, „ | |
| Hari Charan Rai, .. | Ditto, | Ditto, | Ditto, | 6 0 0 | Ditto, | Ditto, 2nd ditto, „ | |
| Rám Dás, ... | Ditto, | Ditto, | Ditto, | 5 0 0 | Ditto, | Ditto, 2nd ditto, „ | |
| Júálá Prasad Chattarji, ... | Ditto, | Ditto, | Ditto, | 5 0 0 | Ditto, | Ditto, 2nd ditto, „ | |
| Anni Lal,* ... | Ditto, | Ditto, | Ditto, | 5 0 0 | Ditto, | Ditto, 1st ditto, „ | |
| Lachhman Prasád, ... | Ditto, | Ditto, | Ditto, | 8 0 0 | Ditto, | Ditto, 1st ditto, „ | |
| Sheo Naráyan Tiwari, ... | Ditto, | Ditto, | Ditto, | 8 0 0 | Ditto, | Ditto, 2nd ditto, „ | |
| Maulà Baksh,* ... | Ditto, | Ditto, | Ditto, | 6 0 0 | Ditto, | Ditto, 2nd ditto, „ | |
| Janki Prasád, ... | Ditto, | Ditto, | Ditto, | 6 0 0 | Ditto, | Ditto, 1st ditto, „ | |
| Har Prasád, ... | Ditto, | Ditto, | Ditto, | 8 0 0 | Ditto, | Ditto, 2nd ditto, „ | |
| Rám Kalpa Ghos, ... | Ditto, | Ditto, | Ditto, | 6 0 0 | Ditto, | Ditto, 2nd ditto, „ | |
| Bisheshwar Dayál, ... | Ditto, | Ditto, | Ditto, | 6 0 0 | Ditto, | Ditto, 2nd ditto, „ | |
| Raghbir Sahai, ... | Ditto, | Ditto, | Ditto, | 6 0 0 | Ditto, | Ditto, 2nd ditto, „ | |
| Hari Singh, ... | Ditto, | Ditto, | Ditto, | 6 0 0 | Ditto, | Ditto, 2nd ditto, „ | |
| Devi Prasad, (a) ... | Ditto, | Ditto, | Ditto, | 5 0 0 | Ditto, | Ditto, 3rd ditto, „ | |
| Obhay Charan Chatarji, ... | Ditto, | Ditto, | Ditto, | 6 0 0 | Ditto, | Ditto, 2nd ditto, „ | |
| Zalim Singh, (b) ... | Ditto, | Ditto, | Ditto, | 5 0 0 | Ditto, | Ditto, 3rd ditto, „ | |
| Mahadew Prashad,* . | Ditto, | Ditto, | Ditto, | 6 0 0 | Ditto, | Ditto, 2nd ditto, „ | |
| Bans Gopal, .. | Rurkí College. | Ditto, | Ditto. | 8 0 0 | Ditto. | Ditto. 1st ditto. „ | |

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The students marked * do not draw their stipends. (a) (b) receive their stipends from the Contingent funds.

COLIN BROWNING, M. A.,

# APPENDIX A.

## Table No. XIV.—Return of Scholarships gained during the year 1871-72.

*B. Junior Scholarships gained at Schools.*

| Name of scholars. | School at which gained. | When gained. | Free or stipendiary. | Rs. As. P. | For how long tenable. | For proficiency in what language. |
|---|---|---|---|---|---|---|
| Gayá Prasád, ... ... | Faizabad, | Nov. 1871. | Stipendiary. | 3 0 0 | One year. | General proficiency Deptl. Exam. |
| Shádi Lál, ... ... ... | do., | do., | do., | 3 0 0 | do., | do., |
| Shiam Sarúp, ... ... | do., | do., | do., | 2 8 0 | do., | do., |
| Baddri Prasád, ... ... | do., | do., | do., | 2 0 0 | do., | do., |
| Ajudhyá Prasád, ... ... | do., | do., | do., | 2 0 0 | do., | do., |
| Sálig Rám, ... ... ... | do., | do., | do., | 2 0 0 | do., | do., |
| Gajádhar Lál, ... ... | Akborpur, | do., | do., | 2 0 0 | do., | do., |
| Bisheshwar Náth, ... ... | do., | do., | do., | 2 0 0 | do., | do., |
| Gauri Shankar, ... .. | do., | do., | do., | 2 8 0 | do., | do.. |
| Ram Dhan Misra, ... .. | Gondá, | do., | do., | 3 0 0 | do., | do., |
| Khunní Lál, ... ... | do., | do., | do., | 3 0 0 | do., | do.. |
| Mátá Dín, ... ... ... | do., | do., | do., | 2 0 0 | do., | do., |
| Chauharja Prasád, ... ... | do., | do., | do., | 2 0 0 | do., | do., |
| Ali Mohammad, ... ... | do., | do., | do., | 2 8 0 | do., | do., |
| Jawáhir Lál, ... ... | do., | do., | do., | 2 8 0 | do., | do., |
| Sheo Naráyan, ... ... | do., | do., | do., | 2 8 0 | do., | do., |
| Lál Jí, ... ... ... | do., | do., | do., | 2 0 0 | do., | do., |
| Ashraf Singh, ... ... | do., | do., | do., | 2 0 0 | do., | do., |
| Ram Autár, ... ... | do., | do., | do., | 2 0 0 | do., | do., |
| Mathra Prasád, ... ... | Pratábgarh, | July, 1870. | do., | 4 0 0 | 3 years. | Deptl. Exam. in Vr. |
| Duárká Prasád, ... ... | do., | do., | do., | 4 0 0 | do., | do., |
| Rudr Prasád, ... ... | do., | Nov. 1871. | do., | 2 0 0 | 1 year. | Deptl. Exam. in En |
| Girja Dat, ... ... ... | Rái Barelí, | July, 1870. | do., | 4 0 0 | 3 years. | Deptl. Exam. in Vr. |
| Alí Húsain, ... ... ... | do., | Nov. 1871. | do., | 3 0 0 | 1 year. | Deptl. Exam. in En. |
| Debi Prasád, ... ... | do., | do., | do., | 2 0 0 | do., | do., |
| Gur Prasád, ... ... | do., | do., | do., | 2 0 0 | do., | do., |
| Ajudhyá Prasád, ... ... | do., | do., | do., | 2 0 0 | do., | do., |
| Chundi Prasád, ... ... | Sultánpúr, | do., | do., | 3 0 0 | do., | do., |
| Mohammad Husain, ... ... | do., | do., | do., | 3 0 0 | do., | do., |
| Abdussalam, ... ... ... | do., | do., | do., | 3 0 0 | do., | do., |
| Brij Mohan Lal, ... ... | do., | do., | do., | 2 0 0 | do., | do., |
| Rám Kabír ... ... ... | do., | do., | do., | 2 0 0 | do., | do., |
| Gangá Prasád, ... ... | do., | do., | do., | 2 0 0 | do., | do., |
| Mansá Rám, ... ... | do., | do., | do., | 2 0 0 | do., | do., |
| Mahdi Husain, ... ... | do., | do., | do., | 2 0 0 | do., | do., |
| Mahesh Bakhsh, ... ... | do., | do., | do., | 2 0 0 | do., | do., |
| Sheo Charan Lál, ... ... | do., | do., | do., | 2 0 0 | do., | do., |
| Murlí Dhar, ... ... ... | do., | do., | do., | 2 0 0 | do., | do., |
| Sheo Ratan, ... ... | do., | do., | do., | 2 0 0 | do., | do., |
| Jáfar Husain, ... ... | do., | do., | do., | 2 0 0 | do., | do., |
| Súraj Naráyan, ... ... | do., | do., | do., | 2 0 0 | do., | do., |
| Ram Ratan Lál, ... ... | Balrámpúr, | do., | do., | 3 0 0 | do., | do., |
| Ghaus Mohammad Khán, ... | do., | do., | do., | 3 0 0 | do., | do., |
| Nirmal Prasád, ... ... | do., | do., | do., | 2 0 0 | do., | do., |
| Kámta Prasád, ... ... | do., | do., | do., | 2 0 0 | do., | do., |
| Raghobans Lál, ... ... | do., | do., | do., | 2 0 0 | do., | do., |
| Mohammad Husain Khan, ... | do., | do., | do., | 2 0 0 | do., | do., |
| Kalká Prasád, ... ... | Bára Banki, | do., | do., | 3 8 0 | do., | do., |
| Mihin Lal, ... ... .. | do., | do., | do., | 3 0 0 | do., | do., |
| Nihál Uddin, ... ... | do., | do., | do., | 3 0 0 | do., | do., |
| Goláb Rai, ... ... ... | do., | do., | do., | 3 0 0 | do., | do., |
| Indar Naráyan, ... ... | do., | do., | do., | 3 0 0 | do., | do., |
| Radhá Kishen, ... ... | do., | do., | do., | 3 0 0 | do., | do., |
| Jamná Prasád, ... ... | do., | do., | do., | 3 0 0 | do., | do., |
| Misri Lál, ... ... ... | do., | do., | do., | 3 0 0 | do., | do., |
| Raghbar Dayál, ... ... | do., | do., | do., | 2 8 0 | do., | do., |
| Qutub Uddin, ... ... | do., | do., | do., | 2 8 0 | do., | do., |
| Kishen Dayál, ... ... | do., | do., | do., | 2 8 0 | do., | do., |
| Mahábír Prasád, ... ... | do., | do., | do., | 2 8 0 | do., | do., |

# TABLE No. XIV. A.—(*Continued.*)

| Name of scholars. | School at which gained. | When gained. | Free or stipendiary. | Rs. As. P. | For how long tenable | For proficiency in what language |
|---|---|---|---|---|---|---|
| Lalta Prasád, ... ... | Bára Banki, | Nov. 1871. | Stipendiary. | 2 8 0 | One year. | Deptl. Examination in English. |
| Bhagwant Rai, ... ... | do., | do., | do., | 2 8 0 | do., | do., |
| Durgá Prasád, ... ... | do., | do., | do., | 2 8 0 | do., | do., |
| Gúr Dáyal, ... ... ... | do., | do., | do., | 2 8 0 | do., | do., |
| Mangal Prasád, ... ... | do., | do., | do., | 2 8 0 | do., | do., |
| Bhot Nath Moitri, ... ... | do., | do., | do., | 2 0 0 | do., | do., |
| Sharaf Alí, ... ... ... | do., | do., | do., | 2 0 0 | do., | do., |
| Bishambhar Dáyal, ... ... | do., | do., | do., | 2 0 0 | do., | do., |
| Hanúman Prasád, ... .. | do., | do., | do., | 2 0 0 | do., | do., |
| Nawazish Husaín, ... ... | do., | do, | do., | 2 0 0 | do., | do., |
| Baddri Naráyan, ... ... | Hardui. | do,, | do., | 3 8 0 | do., | do., |
| Sheo Bakhsh, ... ... | do., | do., | do., | 3 8 0 | do., | do., |
| Har Dayál ... ... ... | do., | do., | do., | 3 8 0 | do., | do., |
| Gokul Prasád, ... .. | do,, | do., | do., | 3 8 0 | do., | do., |
| Duárká Prasád, ... ... | do., | do., | do., | 3 0 0 | do., | do., |
| Debi Sahai Misra, ... ... | do., | do., | do., | 3 0 0 | do., | do., |
| Sheo Dayál, ... ... ... | do., | do., | do., | 3 0 0 | do., | do., |
| Mansúr Ali, ... ... ... | do, | do., | do,, | 3 0 0 | do., | do., |
| Bansi Dhar, ... ... | do., | do., | do., | 3 0 0 | do., | do., |
| Sheo Sahai, ... ... | do., | do., | do., | 3 0 0 | do., | do., |
| Baldeo Prasád, ... ... | do., | do, | do., | 2 0 0 | do., | do., |
| Duarká Prasád, ... ... | do., | do., | do., | 2 0 0 | do., | do., |
| Raghobar Dayál, ... ... | do., | do., | do., | 2 0 0 | do,, | do., |
| Jwálá Prasád, ... ... | do., | do., | do., | 2 0 0 | do., | do., |
| Tej Rai, ... ... ... | do., | do., | do., | 2 0 0 | do., | do.. |
| Gúr Sahai, ... ... ... | do., | do., | do., | 2 0 0 | do., | do., |
| Ali Bahádúr, ... ... | do., | do., | do., | 2 8 0 | do., | do., |
| Chandan Lál, ... ... | do., | do., | do., | 2 8 0 | do., | do., |
| Govind Rám, ... ... | do,, | do., | do., | 2 8 0 | do., | do., |
| Baldeo Prasád, ... ... | do., | do., | do., | 2 0 0 | do., | do., |
| Gopàl Rám, ... ... ... | do., | do., | do., | 2 0 0 | do.. | do., |
| Gangá Sahai, ... ... | do., | do., | do., | 2 0 0 | do., | do., |
| Taj Uddin, ... ... ... | do., | do., | do., | 2 0 0 | do., | do., |
| Ajudhá Prasád, ... ... | do., | do., | do., | 3 0 0 | do., | do., |
| Baddri Naráyan, ... ... | do., | do., | do., | 2 0 0 | do., | do., |
| Gyanandra Nath Mojamdar, | do., | do., | do., | 2 0 0 | do., | do., |
| Sidh Náth, ... ... ... | do., | do., | do., | 2 0 0 | do., | do., |
| Dhanpat Rai, ... ... | do., | do., | do., | 2 0 0 | do., | do., |
| Shimbhu Sahai, ... ... | do., | do., | do., | 2 0 0 | do., | do., |
| Karím Bakhsh, ... ... | do., | July 1869. | do,, | 4 0 0 | 3 years | do., |
| Wiláyat Husain, ... ... | do., | do., | do., | 4 0 0 | 3 years | do, |
| Nawázish Ahmad, ... ... | do., | July 1871. | do., | 3 0 0 | do., | do., |
| Doulat Rai, ... ... ... | do., | do., | do., | 2 0 0 | do., | do., |
| Lachhmí Prasád, ... ... | Mohanlalgang. | July 1870. | do., | 4 0 0 | do., | do., |
| Chandí Singh, ... ... | do., | do, | do., | 4 0 0 | do., | do., |
| Kalká Prasád, ... ... | Malihabad. | July 1871. | do, | 4 0 0 | do., | do., |
| Matá Prasád, ... ... | do., | do., | do., | 4 0 0 | do., | do., |
| Básit Ali, ... ... ... | do., | do., | do., | 2 0 0 | do., | Genl. Proficy. in Vr. |
| Khúb Chand, ... ... | do., | do., | do., | 2 0 0 | do., | do., |
| Jagan Nath, ... ... | do., | do., | do., | 2 0 0 | do., | do., |
| Danish Ali, ... ... ... | do., | do,, | do., | 1 8 0 | One year. | do., |
| Sheo Dayál, ... ... ... | Kakori. | do., | do., | 2 0 0 | 3 years. | do., |
| Fida Husain, ... ... | do., | do., | do., | 2 0 0 | do., | do., |
| Durga Prasád, ... ... | Unáo. | Nov. 1871. | do., | 3 8 0 | do., | Genl. Proficy. in Eg. |
| Ram Ratan, ... ... | do., | do., | do., | 3 8 0 | do., | do., |
| Chunni Lál, ... ... | do., | do., | do., | 3 8 0 | do, | do., |
| Gopal Chandra Gupt, ... | do.. | do., | do., | 3 0 0 | do., | do., |
| Janki Prasád, ... ... | do., | do., | do., | 3 0 0 | do., | do., |
| Maqbúl Ahmad, ... ... | do., | do., | do., | 3 0 0 | do., | do., |
| Bení Madho, ... ... | do., | do., | do., | 3 0 0 | do., | do., |
| Ram Aútár, ... ... ... | do., | do., | do., | 2 8 0 | do., | do., |
| Ram Prasád, ... ... ... | do., | do., | do., | 2 8 0 | do., | do., |
| Wajid Ali, ... ... .. | do., | do., | do., | 2 8 0 | do., | do., |

# TABLE No. XIV. 4.—(*Continued.*)

| Name of scholars. | School at which gained. | When gained. | Free or stipendiary. | Rs. As P | For how long tenable. | For proficiency in what language. |
|---|---|---|---|---|---|---|
| Ajúdhyá Prasád, ... ... | Unáo, | Novr. 1871 | Stipendiary | 2 8 0 | 3 years. | Genl Profiey. in Eng. |
| Sheo Dayál Singh, ... ... | do., | do., | do., | 2 0 0 | do , | do., |
| Jagan Nath Prasád, ... ... | do., | do., | do., | 2 0 0 | do., | do., |
| Gangá Dín, ... ... ... | do., | do., | do., | 2 0 0 | do., | do , |
| Shiva Govind, ... ... | do., | do., | do., | 2 0 0 | do , | do., |
| Hanúmán Prasàd, ... ... | do., | do., | do., | 2 0 0 | do., | do., |
| Shiva Ram, ... ... ... | do., | do., | do., | 2 0 0 | do., | do., |
| Gayá Prasád, ... ... ... | do., | do., | do., | 2 0 0 | do., | do., |
| Lalta Prasád,... ... ... | do., | July 1870. | do., | 4 0 0 | do., | Deptl Exam. in Ver. |
| Baij Nath, ... ... ... | do., | Do., | do., | 4 0 0 | do., | do., |
| Fatah Alli, ... .. ... | do., | do., | do., | 4 0 0 | do., | do., |
| Chhote Lal, ... ... ... | do., | do., | do., | 4 0 0 | do., | do., |
| Ganga Prasád, ... ... | do., | do., | do., | 4 0 0 | do., | do., |
| Bholá Nath, ... ... ... | do., | do., | do., | 4 0 0 | do., | do., |
| Jagan Nath, ... ... ... | do., | do., | do., | 4 0 0 | do., | do., |
| Baij Nath, ... ... ... | Sìtápur. | do., | do., | 5 0 0 | do., | do , |
| Khadim Husain, ... ... | do., | Novr. 1871, | do., | 2 0 0 | 1 year. | Deptl. Exam. in Eng. |

LUCKNOW,
OFFICE OF DIRECTOR OF P. I., OUDH.
*The 19th June* 1872.

COLIN BROWNING, M. A.

*Director of Public Instruction, Oudh.*

# APPENDIX A.

## TABLE XVI.—Return of Private Donations and Endowments from which Aid was received by the Department of Public Instruction, Oudh, during the year 1871-72.

| Name of Donor. | Description of donation. | Annual value. | For what period to continue. | Remarks. |
|---|---|---|---|---|
| LUCKNOW DISTRICT. | | Rs. As. Ps. | | |
| Rája Jagmohan Singh, T'alukdár, .. .. .. .. | Cash. | 202 0 0 | Uncertain. | For Mahoná School. |
| „ Káshí Prashád, do., Sirsindí, .. .. .. | „ | 150 0 0 | „ | „ Mohanlálganj. |
| Total of subscriptions of Rs. 50 per annum and upwards, .. .. | „ | 352 0 0 | „ | |
| Add aggregate of smaller subscriptions, .. .. .. | „ | 186 9 0 | „ | „ Malihábád and Mahoná schools. |
| | Total Rs. ... | 538 9 0 | | |
| BARA BANKÍ DISTRICT. | | | | |
| Rája Farzand Alí Khán, T'alukdár, Jahángírabad, .. .. .. | Cash. | 335 12 0 | „ | For Education. |
| „ Sarapjít Singh, do., Ramnagar, .. .. .. | „ | 234 4 0 | „ | „ |
| Qází Ikram Ahmad, do., Satrikh, .. .. .. | „ | 54 0 0 | „ | „ |
| Mír Bunyad Husain, do., Sohelpur, .. .. .. | „ | 64 0 0 | „ | „ |
| Total of subscriptions of Rs. 50 per annum and upwards, .. .. | „ | 688 0 0 | „ | „ |
| Add aggregate of smaller subscriptions, .. .. .. | „ | 651 12 0 | „ | „ |
| | Total Rs. .. | 1,339 12 0 | | |
| UNÁO DISTRICT. | | | | |
| Baldeo Singh, T'alukdár of Akhori, ... .. .. .. | Cash. | 102 0 0 | „ | „ |
| Total of subscriptions of Rs. 50 per annum and upwards, .. .. | „ | 102 0 0 | „ | „ |
| Add aggregate of smaller subscriptions, .. .. .. | „ | 387 10 0 | „ | „ |
| | Total Rs. .. | 489 10 0 | | |
| SITÁPUR DISTRICT. | | | | |
| Rája Amír Hasan Khán, T'alukdár, .. ... .. .. | Cash. | 447 11 6 | „ | „ |
| „ Kázim Husain Khán, ditto, .. .. .. .. | „ | 74 1 0 | „ | „ |
| Thákur Gumán Singh, ditto, .. .. .. .. | „ | 92 14 0 | „ | „ |

| | | | | | | |
|---|---|---|---|---|---|---|
| „ Harikar Bakhsh, | ditto, | „ | 54 2 0 | „ | „ |
| Rája Sheo Bakhsh Singh, | ditto, | „ | 165 6 6 | „ | „ |
| Nawáb Amjad Alí Khán, | ditto, | „ | 97 15 6 | „ | „ |
| Mirzá Abbás Beg, | ditto, | „ | 180 0 0 | „ | „ |
| Total of subscriptions of Rs. 50 per annum and upwards, | | „ | 1,112 2 6 | „ | „ |
| Add aggregate of smaller subscriptions, | | „ | 2,104 10 6 | „ | „ |
| | | Total Rs. | 3,216 13 0 | | |

HARDUI DISTRICT.

| | | | | | |
|---|---|---|---|---|---|
| Chaudhrí Hashmat Alí, T'alukdár, | | Cash. | 66 0 0 | „ | „ |
| Total of subscriptions of Rs. 50 per annum and upwards, | | „ | 66 0 0 | „ | „ |
| Add aggregate of smaller subscriptions, | | „ | 723 10 9 | „ | „ |
| | | Total Rs. | 789 10 9 | | |

KHERI DISTRICT.

| | | | | | |
|---|---|---|---|---|---|
| Total of subscriptions of Rs. 50 per annum and upwards, | | Cash. | 0 0 0 | „ | „ |
| Add aggregate of smaller subscriptions, | | „ | 1,530 10 3 | „ | „ |
| | | Total Rupees. | 1,530 10 3 | | |

FAIZABAD DISTRICT.

| | | | | | |
|---|---|---|---|---|---|
| Maháráni Sahibá, | T'alukdár, | Cash. | 600 0 0 | „ | „ |
| Abhoy Dat Singh, | ditto, | „ | 112 0 0 | „ | „ |
| Azim Alí Khan, | ditto, | „ | 63 0 0 | „ | „ |
| Raghonáth Kuar, | ditto, | „ | 60 0 0 | „ | „ |
| Har Dat Singh, | ditto, | „ | 60 0 0 | „ | „ |
| Malik Hidáyat Husain, | ditto, | „ | 120 0 0 | „ | „ |
| Udres Singh, | ditto, | „ | 132 0 0 | „ | „ |
| Lallu Sah, | ditto, | „ | 144 0 0 | „ | „ |
| Jai Datta Singh, | ditto, | „ | 84 0 0 | „ | „ |
| Shankri Bakhsh, | ditto, | „ | 204 0 0 | „ | „ |
| Umres Singh, | ditto, | „ | 120 0 0 | „ | „ |
| Rám Sarúp Singh, | ditto, | „ | 60 0 0 | „ | „ |
| Total of subscriptions of Rs. 50 per annum and upwards, | | „ | 1,759 0 0 | „ | „ |
| Add aggregate of smaller subscriptions, | | „ | 224 8 0 | „ | „ |
| | | Total Rupees. | 1,983 8 0 | | |

GONDA DISTRICT.

| | | | | | |
|---|---|---|---|---|---|
| Maharaja Mán Singh, | T'alukdár, | Cash. | 540 0 0 | „ | „ |
| Ditto, Balrampúr | ditto, | „ | 601 0 0 | „ | „ |

# TABLE XVI.—(*Continued.*)

| Name of donor. | Description of donation. | Annual value. | For what period to continue. | Remarks. |
|---|---|---|---|---|
| GONDA DISTRICT.—(*Continued.*) | | Rs. As. Ps. | | |
| Thakuráin Sarfaraz Kuar, T'alukdár, .. .. .. | Cash. | 180 0 0 | Uncertain, | For Education |
| Har Narayan Pande, ditto, .. .. .. | ,, | 240 0 0 | ,, | ,, |
| Rája Prithipal Singh, ditto, .. .. .. | ,, | 240 0 0 | ,, | ,, |
| Rája Kishan Dat Pande, ditto, .. .. .. | ,, | 480 0 0 | ,, | ,, |
| Rája Randhír Singh, ditto, .. .. .. | ,, | 108 0 0 | ,, | ,, |
| Thakur Mirtunjaí Bakhsh, ditto, .. .. .. | ,, | 72 0 0 | ,, | ,, |
| Thákur Raghbeer Singh, ditto, .. .. .. | ,, | 84 0 0 | ,, | ,, |
| Babú Ajit Singh, ditto, .. .. .. | ,, | 72 0 0 | ,, | ,, |
| Rája Sheo Bahadur Singh, ditto, .. .. .. | ,, | 123 0 0 | ,, | ,, |
| Rani Sarfráz Kuar, ditto, .. .. .. | ,, | 50 0 0 | ,, | ,, |
| Total of subscriptions of Rs. 50 per annum and upwards, .. .. | ,, | 2,789 0 0 | ,, | ,, |
| Add aggregate of smaller subscriptions, .. .. .. | ,, | 609 9 11 | ,, | ,, |
| | Total Rs. .. | 3,398 9 11 | | |
| BHARAICH DISTRICT. | | | | |
| Maharaja of Kapúrthala, T'alukdár, ... .. .. | Cash. | 1,115 15 7 | ,, | For Boundi and Akouná Aided Schools. |
| Rája of Bhingá, ditto, .. .. .. | ,, | 1,029 0 0 | ,, | For Bhingá Anglo-Vernacular School. |
| Nawab Nisár Alí Khán, ditto, .. .. .. | ,, | 180 0 0 | ,, | For Nawabganj Allabad Vernacular School. |
| Total of subscriptions of Rs. 50 per annum and upwards, .. .. | ,, | 2,324 15 7 | ,, | |
| Add aggregate of smaller subscriptions, .. .. .. | ,, | 0 0 0 | ,, | |
| | Total Rs. .. | 2,324 15 7 | | |
| SULTÁNPUR DISTRICT. | | | | |
| Total of subscriptions of Rs. 50 per annum and upwards, .. .. | Cash. | 0 0 0 | ,, | For Education. |
| Add aggregate of smaller subscriptions. .. .. .. | ,, | 234 0 0 | ,, | |
| | Total Rs. .. | 234 0 0 | | |
| PRATÁBGARH DISTRICT. | | | | |
| Diwán Ran Bíjaí Bahadùr Singh, T'alukdár, .. .. .. | Cash. | 406 1 6 | ,, | ,, |
| Total of subscriptions of Rs. 50 per annum and upwards. .. .. | ,, | 406 1 6 | ,, | |

| | | | | |
|---|---|---|---|---|
| Add aggregate of smaller subscriptions, .. .. .. | „ | 0 0 0 | „ | |
| | Total Rs. ... | 406 1 6 | | |
| Grand Total Rupees, .. | „ | 16,252 4 0 | | |
| T'alukdári subscriptions, not collected through District officers, .. | | | | |
| GONDÁ DISTRICT. | | | | |
| Maháraja Digbijai Singh, K. C. S. I., .. ... .. | Cash. | 2,722 12 0 | „ | For Balrampúr Sadr and Mofassil Schools. |
| | Total Rs. .. | 2,722 12 0 | | |
| SITÁPÚR DISTRICT. | | | | |
| Rajá Amír Hasan Khan, T'alukdár, .. .. .. | Cash. | 1,050 0 0 | „ | For Mahmúdábád School. |
| | Total Rs. .. | 1,050 0 0 | | |
| Grand Total Rupees, .. | „ | 3,772 12 0 | | |

SUBSCRIPTIONS TO CANNING COLLEGE, LUCKNOW.

| | | | | |
|---|---|---|---|---|
| LUCKNOW DISTRICT. | | | | |
| Rája Jagmohan Singh T'aluqdár, ... ... .. | Cash, | 184 6 10 | Permanent. | |
| „ Kanhiyá Lal, ditto, ... ... .. | „ | 68 13 8 | „ | |
| „ Kashi Prashad, ditto, ... ... .. | „ | 129 14 0 | „ | |
| Nawab Alí, ... ditto, ... ... .. | „ | 87 8 0 | „ | |
| Total of subscriptions of Rs. 50 per annum and upwards, .. | „ | 471 5 6 | | |
| Add aggregate of smaller subscriptions, .. .. | „ | 388 8 10 | | |
| | Total Rs., .. | 859 3 4 | | |
| UNAO DISTRICT. | | | | |
| Chaudhrí Gopál Singh T'alukdár, ... ... .. | Cash, | 74 12 0 | „ | |
| „ Hashmat Alí ditto, ... ... .. | „ | 164 5 0 | „ | |
| Rája Káshí Prashad, ditto, ... ... .. | „ | 94 0 0 | „ | |
| Mahant Har Charan Das, ditto, ... ... .. | „ | 128 1 3 | „ | |
| Rája Kanhiya Lal, ditto, ... ... .. | „ | 573 9 9 | „ | |
| Baldeo Bakhsh, ditto, ... ... .. | „ | 68 0 0 | „ | |
| Shankar Bakhsh, ditto, ... ... .. | „ | 70 0 0 | „ | |
| *Carried over,* .. .. | .. | 1,172 12 0 | | |

# TABLE XVI.—(*Continued.*)

| Name of Donor. | Description of donation. | Annual value. | For what period to continue. | Remarks. |
|---|---|---|---|---|
| *Brought forward.* .. .. | | 1,172 12 0 | | |
| UNAO DISTRICT.—(*Continued.*) | | Rs. As. Ps. | | |
| Mahesh Bakhsh and Arjun Singh, T'alukdár, ... ... .. | Cash, | 85 2 0 | Permanent. | |
| Sheopál Singh, ditto, ... ... .. | ,, | 83 4 0 | ,, | |
| Total of Subscriptions of Rs. 50, per annum and upwards, .. | ,, | 1,341 2 0 | | |
| Add aggregate of smaller subscriptions,... ... .. | ,, | 660 5 0 | | |
| | Total Rs. .. | 2,001 7 0 | | |
| BHARAICH DISTRICT. | | | | |
| Rája Kharak Singh, T'alukdár, ... ... .. | Cash, | 892 9 0 | ,, | |
| ,, Jang Bahadúr, ditto, ... ... .. | ,, | 835 10 0 | ,, | |
| ,, Sitlá Bakhsh, ditto, ... ... .. | ,, | 179 0 0 | ,, | |
| ,, Ude Pratáb Singh, ditto, ... ... .. | ,, | 285 8 0 | ,, | |
| ,, Nerpat Singh, ditto, ... ... .. | ,, | 371 3 0 | ,, | |
| Nawáb Nawázish Alí, ditto, ... ... .. | ,, | 136 0 0 | ,, | |
| Muzaffar Husain, ditto, ... ... .. | ,, | 51 8 0 | ,, | |
| Raghunáth Singh, ditto, ... ... .. | ,, | 156 0 0 | ,, | |
| Total of subscriptions of Rs. 50, per annum and upwards, .. | ,, | 2,907 6 0 | | |
| Add aggregate of smaller subscriptions,... ... .. | ,, | 70 0 0 | | |
| | Total Rs., ... | 2,977 6 0 | | |
| GONDA DISTRICT. | | | | |
| Rája Kishan Dat Ram, T'alukdár, .. ... .. | Cash, | 953 7 2 | ,, | |
| Har Narayan Pande, ditto, .. .. .. | ,, | 54 12 8 | ,, | |
| Rája Randhir Singh, ditto, .. .. .. | ,, | 102 6 0 | ,, | |
| Thakurain Sarfraz Kuar, ditto, .. .. .. | ,, | 81 8 0 | ,, | |
| Rája Prithipál Singh, ditto, .. .. .. | ,, | 79 7 2 | ,, | |
| Thakur Mirtunjai Bakhsh, ditto, .. .. .. | ,, | 74 10 5 | ,, | |
| Hari Bahádur, ditto, .. .. .. | ,, | 65 10 0 | ,, | |
| Rakhbir Singh, ditto, .. .. .. | ,, | 87 4 2 | ,, | |

| | | | | |
|---|---|---|---|---|
| Rani Sarfraz Kuar, ... .. .. .. .. | | „ | 59 7 0 | „ |
| Total of subscriptions of Rs. 50, per annum and upwards, .. | | „ | 1,558 8 7 | |
| Add aggregate of smaller subscriptions,.. .. .. | | „ | 124 14 5 | |
| | | Total Rs. .. | 1,683 7 0 | |

## PRATÁBGARH DISTRICT.

| | | | | |
|---|---|---|---|---|
| Chandká Bakhsh, | T'alukdár, .. .. .. | Cash, | 70 11 1 | „ |
| Rája Bije Bahádur Singh, | ditto, .. .. .. | „ | 119 1 4 | „ |
| Babú Hardat Singh, | ditto, .. .. .. | „ | 69 14 10 | „ |
| „ Ajit Singh, | ditto, ... ... .. | „ | 123 7 8 | „ |
| „ Hanúmán Bakhsh, | ditto, .. .. .. | „ | 89 1 7 | „ |
| „ Dan Bahádur Pal Singh, | ditto, .. .. .. | „ | 107 11 9 | „ |
| „ Balbhadr Singh, | ditto, .. .. .. | „ | 72 5 3 | „ |
| Rája Jaipál Singh, | ditto, .. .. .. | „ | 297 5 3 | „ |
| Rai Jagat Bahádur Singh, | ditto, .. .. .. | „ | 366 3 4 | „ |
| Thákur Baij Náth Kuar, | ditto, .. .. .. | „ | 217 14 2 | „ |
| „ Kablas, | ditto, .. .. .. | „ | 217 7 10 | „ |
| Sítlá Bakhsh, | ditto, .. ... .. | „ | 77 11 11 | „ |
| Rája Rampál Singh, | ditto, .. .. ... | „ | 457 14 5 | „ |
| Babú Jagashar Bakhsh, | ditto, .. .. .. | „ | 80 7 11 | „ |
| Rai Mádho Prashád, | ditto, .. .. .. | „ | 217 3 6 | „ |
| Thakur Ajit Kuar, | ditto, .. .. .. | „ | 247 10 0 | „ |
| Diwán Ran Bijai Bahádur, | ditto, .. .. .. | „ | 296 15 3 | „ |
| Digbije Singh, &c., | ditto, .. .. .. | „ | 196 0 6 | „ |
| Jagat Naráyan Singh, | ditto. .. .. .. | „ | 157 8 6 | „ |
| Total of subscriptions of Rs. 50, por annum and upwards, .. | | „ | 3,482 12 1 | |
| Add aggregate of smaller subscriptions, .. .. | | „ | 615 14 9 | |
| | | Total Rs. .. | 4,098 10 10 | |

## KHERI DISTRICT.

| | | | | |
|---|---|---|---|---|
| Rája Umraidh Singh, | T'alukdár, .. .. .. | Cash. | 252 15 0 | Permanent. |
| Ráni Rájah Gangá Singh, | ditto, .. .. .. | „ | 259 12 0 | „ |
| Rája Indra Bikram Sáh, | ditto, .. .. .. | „ | 130 13 0 | „ |
| „ Ranjit Singh, | ditto, .. .. .. | „ | 235 0 0 | „ |
| „ Narpat Singh, | ditto, .. .. .. | „ | 132 6 0 | „ |
| Wife of Niamat Ulláh Khan, | ditto, .. .. .. | „ | 71 12 0 | „ |
| Total of Subscriptions of Rs. 50 per annum, and upwards, .. | | „ | 1,082 10 0 | „ |
| Add aggregate of smaller subscriptions, .. .. .. | | „ | 65 8 0 | „ |
| | | Total Rs. .. | 1,148 2 0 | |

# TABLE XVI.—(*Continued.*)

| Name of Donor. | | Description of donation. | Annual value. | For what period to continue. | Remarks. |
|---|---|---|---|---|---|
| HARDUI DISTRICT. | | | Rs. As. P. | | |
| Rája Dúrga Prashád, | T'alukdár, .. .. .. | Cash. | 91 0 0 | Permanent. | |
| „ Fattah Chand, | ditto, .. .. .. | „ | 91 0 0 | „ | |
| Khuslat Husain, | ditto, .. .. .. | „ | 305 0 0 | „ | |
| Sayad Wasi Haidar, | ditto, .. .. .. | „ | 64 0 0 | „ | |
| Rája Hardeo Bakhsh, | ditto, .. .. .. | „ | 180 0 0 | „ | |
| Thákur Bharat Singh, | ditto, .. .. .. | „ | 156 0 0 | „ | |
| Rája Randhir Singh, | ditto, .. .. .. | „ | 140 8 0 | „ | |
| Laltá Bakhsh, | ditto, .. .. .. | „ | 98 0 0 | „ | |
| Nawáb Husain Alí Khan, | ditto, .. .. .. | „ | 58 0 0 | „ | |
| Total of Subscriptions of Rs. 50 per annum, and upwards, .. | | „ | 1,183 8 0 | „ | |
| Add aggregate of smaller subscriptions,.. .. .. .. | | „ | 230 11 0 | „ | |
| SÍTÁPUR DISTRICT. | | Total Rs. .. | 1,414 3 0 | | |
| Rája Amír Hasan Khan, | T'alukdár, .. .. .. | Cash. | 1,766 9 10 | „ | |
| Thákúr Jawáhir Singh, | ditto, .. .. .. | „ | 173 4 3 | „ | |
| Bádsháh Husain Khan, | ditto, .. .. .. | „ | 54 7 6 | „ | |
| Rája Kázim Husain Khan, | ditto, .. .. .. | „ | 243 12 0 | „ | |
| Harí Har Bakhsh Singh, | ditto, .. .. .. | „ | 110 6 2 | „ | |
| Maháráj Singh, | ditto, .. .. .. | „ | 74 14 1 | „ | |
| Thákur Bháwání Dín, | ditto, .. .. .. | „ | 59 12 10 | „ | |
| Rája Sheo Bakhsh Singh, | ditto, .. .. .. | „ | 304 0 6 | „ | |
| Nawáb Wájid Alí Khan, | ditto, .. .. .. | „ | 163 5 6 | „ | |
| Fuzl Alí Khan, | ditto, .. .. .. | „ | 121 10 4 | „ | |
| Kálká Bakhsh, | ditto, .. .. .. | „ | 64 10 0 | „ | |
| Annant Singh, &c., | ditto, .. .. .. | „ | 76 0 0 | „ | |
| Ranjít Singh, &c., | ditto, .. .. .. | „ | 93 8 3 | „ | |
| Seth Sítárám, &c., | ditto, .. .. .. | „ | 162 5 9 | „ | |
| Thákur Gomán Singh, &c., | ditto, .. .. .. | „ | 159 9 0 | „ | |
| Mirzá Agha Ján, | ditto, .. .. .. | „ | 128 13 0 | „ | |
| Rája Shamsher Bahádur, | ditto, .. .. .. | „ | 65 12 0 | „ | |
| Ahmed Alí Beg, | ditto, .. .. .. | „ | 72 2 3 | „ | |
| Total of Subscriptions of Rs. 50 per annum, and upwards, .. | | „ | 3,896 0 3 | „ | |
| Add aggregate of smaller subscriptions, .. .. .. | | „ | 371 15 4 | „ | |
| | | Total Rs. .. | 4,267 15 7 | | |

## FAIZABAD DISTRICT.

| | | | | | |
|---|---|---|---|---|---|
| Babú Umres Singh, | T'alukdár, | Cash. | 121 14 0 | Permanent. |
| „ Prithí Pál Singh, | ditto, | „ | 60 8 0 | „ |
| „ Har Dat Singh Bhaya, | ditto, | „ | 208 5 0 | „ |
| „ Mír Báqar Husain, &c., | ditto, | „ | 666 6 0 | „ |
| Rája Shankrí Bakhsh Singh, | ditto, | „ | 192 7 0 | „ |
| Málik Hidáyat Husain, | ditto, | „ | 429 6 0 | „ |
| Babú Sheo Pragásh Singh, | ditto, | „ | 195 0 0 | „ |
| „ Udres Singh and Chandres Singh, | ditto, | „ | 163 11 0 | „ |
| „ Sítlá Bakhsh Singh, | ditto, | „ | 58 8 0 | „ |
| Thakuráin Raghonáth Kuar, | ditto, | „ | 218 4 0 | „ |
| Babú Moheep Naráyan Singh, | ditto, | „ | 169 9 0 | „ |
| „ Hardat Singh, | ditto, | „ | 60 0 0 | „ |
| Babú Kishan Prashad Singh, | ditto, | „ | 204 2 0 | „ |
| „ Obhoydat Singh, | ditto, | „ | 155 0 0 | „ |
| „ Ram Sarup Singh, | ditto, | „ | 59 0 0 | „ |
| „ Jaidat Singh, | ditto, | „ | 183 4 0 | „ |
| Maháráni Subhao Kuor, | ditto, | „ | 1,679 4 0 | „ |
| Total of Subscriptions of Rs. 50 per annum, and upwards, | | „ | 4,824 8 0 | |
| Add aggregate of smaller Subscriptions, | | „ | 306 12 0 | |
| | | Total Rs. | 5,131 4 0 | |

## SULTÁNPUR DISTRICT.

| | | | | |
|---|---|---|---|---|
| Rája Madho Singh, | T'alukdár, | Cash. | 867 12 9 | Permanent |
| Babú Bije Bahádur Singh, | ditto, | „ | 51 15 3 | „ |
| Rája Mahommad Alí Khan, | ditto, | „ | 264 3 7 | „ |
| Mussammát Iláhí Khánam, | ditto, | „ | 130 7 5 | „ |
| Babú Kamtá Prashad, and Bisho Nath Singh, | T'alukdár, | „ | 115 6 0 | „ |
| Rája Madho Prataб Singh, | ditto, | „ | 175 8 9 | „ |
| „ Jagan Nath Bakhsh, | | „ | 74 13 3 | „ |
| Rám Sada Bibí, | | „ | 55 5 7 | „ |
| „ Har Náth Kuar, | | „ | 52 0 0 | „ |
| Babú Kalká Bakhsh, | | „ | 79 13 5 | „ |
| Rája Shankarí Bakhsh, | | „ | 389 9 0 | „ |
| Babú Udrez and Chandrez Singh, | | „ | 198 9 8 | „ |
| „ Umrez Singh, | | „ | 108 13 0 | „ |
| Total of subscriptions of Rs. 50 per annum and upwards, | | „ | 2,564 5 8 | |
| Add aggregate of smaller Subscriptions, | | „ | 549 5 9 | |
| | | Total Rs. | 3,113 11 5 | |

# TABLE XXI.—(*Continued.*)

| Name of Donor. | Description of donation | Annual value. | For what period to continue. | Remarks. |
|---|---|---|---|---|
| RAI BARELÍ DISTRICT. | | Rs. As. Ps. | | |
| Ráná Shankar Bakhsh, T'alukdár, .. .. .. | Cash. | 296 11 0 | Permanent. | |
| Sardár Singh, do., .. .. .. | " | 107 2 0 | " | |
| Ajodhya Bakhsh, do., .. .. .. | " | 93 0 0 | " | |
| Mussummát Achal Kuar, do., .. .. .. | " | 159 14 0 | " | |
| Rája Hindpál Singh, do., .. .. .. | " | 140 12 0 | " | |
| Mussammát Shirpál Kuar, do., .. .. .. | " | 118 2 0 | " | |
| Thákur Chandrapál Singh, do., .. .. .. | " | 142 0 0 | " | |
| Captain Guláb Singh, do., .. .. .. | " | 143 4 0 | " | |
| Abdul Hakím Khan, do., .. .. .. | " | 67 14 0 | " | |
| Rája Shewpál Singh, do., .. .. .. | " | 221 12 0 | " | |
| Mussammát Daryao Kuar, do., .. .. .. | " | 190 10 0 | " | |
| Chaudhrí Balbhadr Singh, do., .. .. .. | " | 84 4 0 | " | |
| Shankar Bakhsh, do., .. .. .. | " | 51 9 0 | " | |
| Rája Jagmohan Singh, do., .. .. .. | " | 165 13 0 | " | |
| ,, Kanhiyá Lál, do., .. .. .. | " | 59 0 0 | " | |
| ,, Jagmohan Singh, do., .. .. .. | " | 95 1 0 | " | |
| Babú Sarabjít Singh, do.. .. .. .. | " | 96 9 0 | " | |
| Sheo Dat Singh, Jagan Náth Singh and others, .. .. .. | " | 54 4 0 | " | |
| Har Chand Singh and others, .. .. .. | " | 141 8 0 | " | |
| Total of Subscriptions of Rs. 50 per annum and upwards.. .. | " | 2,429 1 0 | | |
| Add aggregate of smaller Subscriptions, .. .. .. | " | 862 13 0 | | |
| | Total Rs. .. | 3,291 14 0 | | |
| BARA BANKI DISTRICT. | | | | |
| Chaudhrí Mahbúb-ul-Rahmán, T'alukdár, .. .. .. | Cash. | 57 14 10 | Permanent. | |
| ,, Golám Faríd, do., .. .. .. | " | 65 6 11 | " | |
| Rája Narind Bahádur Singh, do., .. .. .. | " | 271 13 3 | " | |
| Ráni Talamand Kuar, do., .. .. .. | " | 243 6 6 | " | |
| Rái Ibrám Bali do., .. .. .. | " | 135 15 5 | " | |
| Rája Sarabjít Singh, do., ... .. .. | " | 311 0 0 | " | |
| ,, Umráo Singh, do., .. .. .. | " | 113 7 0 | " | |
| Chaudhrí Murtazá Husain, do., .. .. .. | " | 90 7 6 | " | |
| Rája Farzand Alí Khan, do., .. .. .. | " | 151 5 9 | " | |
| Sheikh Zain-ul-Abdín, do., .. .. .. | " | 100 2 0 | " | |
| Qází Ikrám Ahmad, do., .. .. .. | " | 94 6 0 | " | |

| | | | | |
|---|---|---|---|---|
| Hakím Karam Alí, | T'alukdár, .. .. .. | " | 73 2 0 | " |
| Chaudhrí Mohammad Husain, | ditto, .. .. .. | " | 67 8 0 | " |
| Razá Husain, | ditto, .. .. .. | " | 135 15 5 | " |
| Total of Subscriptions of Rs 50 per annum and upwards,.. .. | | " | 1,911 14 7 | |
| Add aggregate of smaller Subscriptions, .. .. .. | | " | 674 15 1 | |
| | | Total Rs. .. | 2,586 13 8 | |
| RECAPITULATION. | GRAND | TOTAL Rs. .. | 32,574 1 10 | |
| Grand total of T'alukdárs' Subscriptions to Government Private Schools (excluding Canning College), collected through District Officers during 1871-72. | | ... | 16,252 4 0 | |
| and total of T'alukdárs' Subscriptions to Private Schools (excluding Canning College), not collected through District Officers during 1871-72. | | ... | 3,772 12 0 | |
| Ditto ditto to Canning College during 1871-72. | | ... | 32,574 1 10 | |
| | GRAND | TOTAL Rs, ... | 52,599 1 10 | |

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH.
*The 19th June 1872.*

COLIN BROWNING, M. A.,
*Director of P. I., Oudh.*

# APPENDIX A.

## TABLE XVII.—General Statement of Amount expended by Government on Education in the Province of Oudh, during the year 1871-72.

| | | | Salaries. | Shcolarships. | Buildings. | Contingencies and Books. | Grants-in-aid. | Total. |
|---|---|---|---|---|---|---|---|---|
| | | GENERAL ESTABLISHMENT. | Rs. As. P. | Rs. As. P. | Rs. As. P. | Rs. As. P. | Rs. As. P. | Rs. As. P. |
| | | From Provincial Services omitting the Rural Cess, the New Local Rate, &c., &c., | 55,847 9 4 | ... | ... | 28,845 2 6 | ... | 84,692 11 10 |
| | | From the Rural Cess, .. .. .. | 4,440 9 6 | ... | ... | 14,758 12 1 | ... | 19,199 5 7 |
| | | „ the New Local Rate, .. .. | ... | ... | ... | 221 8 0 | ... | 221 8 0 |
| | | „ the Municipal Fund, .. .. | ... | ... | ... | ... | ... | ... |
| | | „ other sources, .. .. .. | ... | ... | ... | ... | ... | ... |
| | | GOVERNMENT COLLEGES AND SCHOOLS. | | | | | | |
| GENERAL. | Higher Class Schools. | From Provincial Services omitting the Rural Cess, the New Local Rate, &c., &c., | 36,853 15 5 | 2,927 6 5 | 310 9 0 | 3,096 5 8 | 1,128 0 0 | 44,316 4 6 |
| | | From the Rural Cess, .. .. .. | 122 0 0 | .. | 20 0 0 | ... | ... | 142 0 0 |
| | | „ the New Local Rate, .. . | ... | ... | ... | ... | ... | ... |
| | | „ the Municipal Fund, .. .. | 1,817 0 0 | ... | ... | 130 0 0 | ... | 1,947 0 0 |
| | | „ other sources, .. .. .. | 6,727 13 6 | 240 0 0 | ... | 202 3 0 | ... | 7,170 0 6 |
| | Middle Class Schools. | From Provincial Services omitting the Rural Cess, the New Local Rate, &c., &c., | 31,759 1 2 | 471 10 0 | 868 0 10 | 4,505 4 11 | 4,168 15 6 | 41,773 0 5 |
| | | From the Rural Cess, .. .. .. | 5,479 7 10 | ... | 155 9 0 | ... | ... | 5,635 0 10 |
| | | „ the New Local Rate, .. .. | 759 12 0 | ... | 800 0 0 | ... | ... | 1,559 12 0 |
| | | „ the Municipal Fund, .. .. | 1,650 5 4 | ... | .. | 261 8 0 | ... | 1,911 13 4 |
| | | „ other sources, .. .. .. | 9,099 12 0 | 143 0 0 | ... | 710 5 8 | ... | 9,953 1 8 |
| | Lower Class Schools. | From Provincial Services omitting the Rural Cess, the New Local Rate, &c., &c., | ... | ... | ... | ... | ... | ... |
| | | From the Rural Cess, .. .. .. | 71,975 15 9 | 1,376 2 1 | 1,626 10 8 | 6,124 7 1 | ... | 96,103 3 7 |
| | | „ the New Local Rate, .. .. | ... | ... | 200 0 0 | ... | ... | 200 0 0 |
| | | „ the Municipal Fund, .. .. | ... | ... | ... | ... | ... | ... |
| | | „ other sources, .. .. .. | 3,093 4 0 | ... | ... | 3,092 4 0 | ... | 6,186 8 0 |
| | Female Schools. | From Provincial Services omitting the Rural Cess, the New Local Rate, &c., &c., | 5,795 10 6 | ... | 75 0 0 | 182 0 6 | ... | 6,052 11 0 |
| | | From the Rural Cess, .. .. .. | 2,407 1 3 | ... | 475 0 0 | ... | ... | 2,882 1 3 |
| | | „ the New Local Rate, .. .. | ... | ... | ... | ... | ... | ... |
| | | „ the Municipal Fund, .. .. | ... | ... | ... | ... | ... | ... |
| | | „ other sources, .. .. .. | 60 0 0 | ... | ... | 132 9 9 | ... | 192 9 9 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Special. | Jail Schools. | From Provincial Services omitting the Rural Cess, the New Local Rate, &c., &c., | ... | ... | ... | ... | ... | ... |
| | | From the Rural Cess, .. .. .. | ... | ... | ... | ... | ... | ... |
| | | „ the New Local Rate, .. .. | ... | ... | ... | ... | ... | ... |
| | | „ the Municipal Fund, .. .. | ... | .. | ... | ... | ... | ... |
| | | „ other sources, .. .. .. | 300 0 0 | ... | ... | 60 0 0 | ... | 360 0 0 |
| | Normal Schools. | From Provincial Services omitting the Rural Cess, the New Local Rate, &c., &c., | 3,051 11 8 | 1,990 0 9 | ... | 1,138 8 9 | ... | 6,180 5 2 |
| | | From the Rural Cess, .. .. .. | 3,382 14 8 | 5,176 2 0 | ... | 1,641 7 0 | ... | 10,200 7 8 |
| | | „ the New Local Rate, .. .. | ... | ... | ... | ... | ... | ... |
| | | „ the Municipal Fund, .. .. | ... | ... | ... | ... | ... | ... |
| | | „ other sources, .. .. .. | ... | ... | ... | 107 15 0 | ... | 107 15 0 |
| | Private Colleges and Schools. | | | | | | | |
| General. | Private College. | From Provincial Services omitting the Rural Cess, the New Local Rate, &c., &c., | ... | 2,992 2 4 | ... | ... | 25,000 0 0 | 27,992 2 4 |
| | | From the Rural Cess, .. .. .. | ... | ... | ... | ... | ... | ... |
| | | „ the New Local Rate, .. .. | ... | ... | .. | ... | ... | ... |
| | | „ the Municipal Fund, .. .. | ... | ... | ... | ... | ... | ... |
| | | „ other sources, .. .. .. | ... | ... | ... | ... | 31,170 11 0 | 31,170 11 0 |
| | Private Schools. | | | | | | | |
| | Higher Class, Schools. | From Provincial Services omitting the Rural Cess, the New Local Rate, &c., &c., | ... | 74 0 0 | ... | ... | 1,560 0 0 | 1,634 0 0 |
| | | From the Rural Cess, .. .. .. | ... | ... | ... | ... | ... | ... |
| | | „ the New Local Rate, .. .. | ... | ... | ... | ... | ... | ... |
| | | „ the Municipal Fund, .. .. | ... | ... | ... | ... | ... | ... |
| | | „ other sources, .. .. .. | ... | ... | ... | ... | 2,317 5 6 | 2,317 5 6 |
| | Middle Class Schools. | From Provincial Services omitting the Rural Cess, the New Local Rate, &c., &c., | ... | ... | 129 9 8 | 9 5 4 | 15,929 12 1 | 16,068 11 1 |
| | | From the Rural Cess, .. .. .. | ... | ... | ... | ... | 874 5 5 | 874 5 5 |
| | | „ the New Local Rate, .. .. | ... | ... | ... | ... | 834 0 0 | 834 0 0 |
| | | „ the Municipal Fund, .. .. | ... | ... | ... | ... | 134 0 0 | 134 0 0 |
| | | „ other sources, .. .. .. | ... | ... | 2,119 0 0 | ... | 18,858 2 9 | 20,977 2 9 |
| | Lower Class Schools. | From Provincial Services omitting the Rural Cess, the New Local Rate, &c., &c., | ... | ... | 19 0 0 | ... | 839 7 9 | 858 7 9 |
| | | From the Rural Cess, .. .. .. | ... | ... | 190 13 0 | ... | 593 1 7 | 783 14 7 |
| | | „ the New Local Rate, .. .. | ... | ... | ... | ... | ... | ... |
| | | „ the Municipal Fund, .. .. | ... | ... | ... | ... | ... | ... |
| | | „ other sources, .. .. .. | ... | ... | ... | ... | 2,438 13 9 | 2,438 13 9 |

# TABLE XVII.—(*Continued.*)

| | | Salaries. | Scholarships. | Buildings. | Contingencies and Books. | Grants-in-aid. | Total. |
|---|---|---|---|---|---|---|---|
| | PRIVATE SCHOOLS.—(*Continued*) | Rs. As. P. | Rs. As. P. | Rs. As. P. | Rs. As. P. | Rs. As. P. | Rs. As. P. |
| GENERAL.—(*Continued*) | Female Schools: From Provincial Services omitting the Rural Cess, the New Local Rate, &c., &c., | ... | ... | ... | ... | 5,651 0 0 | 5,651 0 0 |
| | Female Schools: From the Rural Cess, .. .. .. | ... | ... | ... | ... | ... | ... |
| | Female Schools: „ the New Local Rate, .. .. | ... | ... | ... | ... | ... | ... |
| | Female Schools: „ the Municipal Fund, .. .. | ... | ... | ... | ... | ... | ... |
| | Female Schools: „ other sources, .. .. .. | ... | ... | ... | ... | 15,481 7 5 | 15,481 7 5 |
| | Indigenous Schools: From Provincial Services omitting the Rural Cess, the New Local Rate, &c., &c., | ... | ... | ... | ... | ... | ... |
| | Indigenous Schools: From the Rural Cess, .. .. .. | ... | ... | ... | ... | ... | ... |
| | Indigenous Schools: „ the New Local Rate, .. .. | ... | ... | ... | ... | ... | ... |
| | Indigenous Schools: „ the Municipal Fund, .. .. | ... | ... | ... | ... | ... | ... |
| | Indigenous Schools: „ other sources, .. .. .. | 20,040 9 0 | ... | ... | 378 0 0 | ... | 24,018 9 0 |
| SPECIAL. | Normal Schools: From Provincial Services omitting the Rural Cess, the New Local Rate, &c., &c., | ... | ... | ... | ... | .. | ... |
| | Normal Schools: From the Rural Cess, .. .. .. | ... | ... | ... | ... | ... | ... |
| | Normal Schools: „ the New Local Rate, .. .. | ... | ... | ... | ... | ... | ... |
| | Normal Schools: „ the Municipal Fund, .. .. | ... | ... | ... | ... | ... | ... |
| | Normal Schools: „ other sources, .. .. .. | ... | ... | ... | ... | ... | ... |
| | Total of Provincial Services omitting the Rural Cess, the New Local Rate, &c., &c, .. .. .. .. | 1,33,308 0 1 | 8,455 3 6 | 1,402 3 6 | 37,776 11 8 | 54,277 3 4 | 2,35,219 6 1 |
| | Total of the Rural Cess, .. .. .. .. .. | 87,808 1 0 | 6,552 4 1 | 17,468 0 8 | 22,524 10 2 | 1,467 7 0 | 1,35,820 6 11 |
| | „ of the New Local Rate, .. .. .. .. | 759 12 0 | ... | 1,000 0 0 | 221 8 0 | 834 0 0 | 2,815 4 0 |
| | „ of the Municipal Fund, .. .. .. .. | 3,467 5 4 | ... | ... | 391 8 0 | 134 0 0 | 3,992 13 4 |
| | „ of other sources, .. .. .. .. .. | 39,321 6 6 | 383 0 0 | 2,119 0 0 | 4,684 5 5 | 70,266 8 5 | 1,16,774 4 4 |
| | Grand Total, .. .. | 2,64,664 8 11 | 15,390 7 7 | 21,989 4 2 | 65,598 11 3 | 1,26,979 2 9 | 4,94,622 2 8 |

LUCKNOW:
OFFICE OF DIRECTOR OF P I, OUDH,
*The 19th June 1872.*

COLIN BROWNING, M. A.,
*Director of Public Instruction, Oudh.*

# APPENDIX B.

## TABLE I.—Results of the Examination of the University of Calcutta for the year 1871-72.

| Name of Examination. | Number of affiliated Colleges. | Number of their Students. | Number of Candidates. | Average age. | Education. | | Religion. | | | | Passed. | | | Net cost to state. | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Government Schools. | Private Schools. | Christians. | Hindús. | Mahomedans. | Others. | First Division. | Second Division. | Third Division. | | |
| | | | | | | | | | | | | | | Rs. As. P. | |
| Entrance Examination, ... | ... | 3316 | 78 | ... | 49 | 29 | 5 | 60 | 13 | ... | 10 | 17 | 6 | * 61313 6 8 | * This is the net cost to Government of the 9 High Schools and of the Canning College (School Department, Oriental Department and Preparatory School). |
| First Examination in Arts, | 1 | ... | 14 | ... | ... | 14 | ... | 12 | 2 | ... | ... | 3 | 2 | † 13145 12 11 | † This is the net cost to Government of the Canning College (College Department). |
| B. A. Examination, ... | | 56 | 2 | ... | ... | 2 | ... | 2 | ... | .. | 1 | 1 | ... | | |
| M. A. Examination, ... | | ... | 1 | ... | ... | 1 | ... | 1 | ... | ... | 1 | ... | ... | ... | |
| B. L. Examination, ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| L. L. Examination. ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| L. M. S., First Examination, ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| L. M. S., Second Examination, ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| B. M. Examination, ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| M. D. Examination, ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Total, ... | 1 | 3372 | 95 | ... | 49 | 46 | 5 | 75 | 15 | ... | 12 | 21 | 8 | 74459 3 7 | |

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH,
*The 19th June 1872.*

COLIN BROWNING, M. A.,
*Director of Public Instruction, Oudh.*

## TABLE II.—General Statement of Educational Institutions in

| | Number. | No. of students on rolls. | Average daily attendance. | Average age. | Government Institutions. | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Teachers. | | Income | | | No. of persons instructed in. | | |
| | | | | | Christian. | Other. | Public Funds. | Fees. | Total. | English. | Vernacular. | General. |
| **Colleges.** | | | | | | | | | | | | |
| Arts, ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Professsional, ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| **Schools.** | | | | | | | | | | | | |
| Higher, ... ... | 8 | 2340 | 1870 | 13 | 4 | 230 | 47581 | 5738 | 53319 | 1205 | 2958 | 941 |
| Middle, ... ... | 55 | 7390 | 5513 | 10 | 2 | | 53996 | 5303 | 59299 | 1252 | 7758 | 2296 |
| Lower, ... ... ... | 749 | 31591 | 21110 | 14 | ... | 1214 | 79837 | 6186 | 86023 | 14 | 31574 | 3100 |
| **Girl's Schools.** | | | | | | | | | | | | |
| Higher, ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Middle, ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Lower, ... ... ... | 88 | 1908 | 1307 | 10 | ... | 86 | 8577 | ... | 8577 | ... | 1934 | 62 |
| **Normal Schools.** | | | | | | | | | | | | |
| For Masters, ... ... | 1 | 151 | 133 | 22 | ... | 8 | 15121 | ... | 15121 | ... | 302 | 101 |
| For Mistresses, ... ... | 4 | 36 | 29 | 26 | ... | 4 | 1368 | ... | 1368 | ... | 37 | 22 |
| Indigenous Schools, ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Total, ... | 905 | 43416 | 29962 | 16 | 6 | 1542 | 206480 | 17227 | 223707 | 2471 | 44563 | 6522 |

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH,
*The 19th June 1872,*

B.

## the Province of Oudh in the year 1871-72.

| Private Institutions aided and unaided. | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Class | | | | Total. | Average daily attendance. | Income. | | | No. of persons instructed in. | | | Grand total, schools. | Grand total, average attendance. | Proportion of attendance to Population. |
| General. | Hindu. | Mahamedan. | Christian. | | | From Endowment. | From Fees. | From Government grants. | English. | Vernacular. | General. | | | |
| 1 | ... | ... | ... | 1 | 789 | 39113 | 4058 | 27992 | 597 | 498 | 294 | 1 | 739 | As 1 to 297 the population of Oudh being 11,220, 232, |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 1 | ... | ... | ... | 1 | 140 | 2050 | 268 | 1634 | 96 | 285 | 58 | 9 | 2010 | |
| 36 | ... | ... | ... | 36 | 2751 | 18846 | 2132 | 15939 | 838 | 3853 | 1086 | 91 | 8264 | |
| 24 | ... | ... | ... | 24 | 876 | 2923 | 109 | 839 | 37 | 1309 | 150 | 772 | 21986 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | 1 | 1 | 45 | 5561 | 4094 | 2880 | 40 | ... | ... | 1 | 45 | |
| 12 | ... | ... | ... | 12 | 267 | 3882 | 214 | 2771 | 69 | 345 | 58 | 100 | 1574 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | 133 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 4 | 29 | |
| 568 | ... | ... | ... | 568 | 2940 | 7813 | 12606 | ... | 4 | 1565 | 2958 | 568 | 2940 | |
| 642 | ... | ... | 1 | 643 | 7758 | 80188 | 23481 | 52055 | 1681 | 7855 | 4604 | 1548 | 37720 | |

COLIN BROWNING, M. A.,

*Director of Public Instruction, Oudh.*

# APPENDIX C.

## Correspondence regarding Mahomedan Education in India.

FROM

THE OFFG. SECY. TO THE CHIEF COMMISSIONER,
OUDH.

To

THE DIRECTOR OF PUBLIC INSTRUCTION,
OUDH.

*Dated 16th* } *August 1871.*
*Recd. 17th* }

**No. 3792.**

MAHOMEDAN EDUCATION IN INDIA.

Is directed to forward the accompanying copy of a Resolution of Government in the Home Department, No. 300, dated 7th Instant, regarding the above, and to request that he will favour the Officiating Chief Commissioner with his opinion on the subject.

(Sd.) H. B. HARINGTON,
*Offg. Secy. to Chief Commissioner.*

*Extract from the Proceedings of the Government of India in the Home Department (Education), under date, Simla the 7th August* 1871.—*No.* 300.

RESOLUTION.

The condition of the Mahomedan population of India as regards education has of late been frequently pressed upon the attention of the Government of India. From statistics recently submitted to the Governor General in Council, it is evident that in no part of the country, except perhaps the North-Western Provinces, and the Punjab, do the Mahomedans adequately or in proportion to the rest of the community, avail themselves of the educational advantages that the Government offers. It is much to be regretted, that so large and important a class, possessing a classical literature replete with works of profound learning and great value, and counting among its members, a section specially devoted to the acquisition and diffusion of knowledge, should stand aloof from active co-operation with our educational system, and should lose the advantages, both material and social, which others enjoy. His Excellency in Council believes that secondary and higher education conveyed in the vernaculars, and rendered more accessible than now, coupled with a more systematic encouragement and recognition of Arabic and Persian literature, would be not only acceptable to the Mahomedan community, but would enlist the sympathies of the more earnest and enlightened of its members on the side of education.

(2.) The Governor General in Council is desirous that further encouragement should be given to the classical and vernacular languages of the Mahomedans in all Government Schools and Colleges. This need not involve any alterations in the subjects, but only in the media of instruction. In avowedly English schools established in Mahomedan districts, the appointment of qualified Mahomedan English teachers might with advantage, be encouraged. As in vernacular schools, so in this class also, assistance might justly be given to Mahomedans by grants-in-aid to create schools of their own. Greater encouragement should also be given to the creation of a vernacular literature for the Mahomedans, a measure, the importance of which, was specially urged upon the Government of India, by Her Majesty's Secretary of State on more than one occasion.

(3.) His Excellency in Council desires to call the attention of Local Governments and Administrations to this subject, and directs that this Resolution be communicated to them, and the three Universities in India*, with a view of eliciting their opinions whether, without infringing the fundamental principles of our educational system, some general measures in regard to Mahomedan education might not be adopted, and whether more encouagement might not be given in the University course to Arabic and Persian literature. The authorities of the Lahore University College, who are believed to have paid much attention to the subject, should also be invited to offer their views on the important questions above referred to. This may be done through the Punjab Government.

*To the Madras and Bombay Universities, through the Governments of those Presidencies.

ORDER.—Ordered, that a copy of this Resolution be forwarded to the Local Governments and Administrations for information and guidance.

Also to the Registrar of the Calcutta University, for the consideration of the Senate of the University.

(True Extract.)

*(Sd.)* E. C. BAYLEY,
*Secy. to the Govt. of India.*

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*From the Director of Public Instruction, Oudh, to the Secretary, Chief Commissioner, dated Lucknow the 6th September* 1871, *No.* 1,840, *of* 1871-72.

Sir,

I have the honour to acknowledge the receipt of your docket, No. 3,792, dated 16th ultimo, forwarding for my opinion a Resolution of the Government of India, regarding the education of Mahomedans in this country.

(2.) In Oudh according to the returns submitted with the annual report there were, on the 31st of March last 42,105 children at Government schools. Of these 42,105 children, 10,563 were Mahomedans, and 31,251 were Hindús. The total estimated number of Hindú children of a school going age in Oudh, is about 1,667,000, and of such Mahome-

dan children there are about 200,000. The percentage of Hindú children under education in Oudh is thus 1·8 of those able to go to school, and of Mahomedan children of a similar age is about 5. But this calculation includes both boys and girls, and as the education of girls has made little or no progress in any part of India, they may be omitted. Also the children attending indigenous schools may be left out of consideration. The male pupils then at Government and aided schools in Oudh are 36,092, of whom 27,770 are Hindú boys, and 8,119 are Mahomedan boys. The number of Hindú boys in Oudh, able to go to school, may be estimated at 833,500, and the number of Mahomedan boys at 100,000. The percentage, therefore, of Mahomedan boys under instruction is 8·1, and the precentage of Hindú boys only 3·3. In Oudh then, at least, the Mahomedans avail themselves of the existing means of education much more than do the Hindús. The Resolution might have included Oudh amonsgt those exceptional provinces, where the Mahomedans were, at least proportionately, to the rest of the community, represented at Government schools. But perhaps in the term North-West Provinces, it was not designed to exclude Oudh. The prevailing languages taught at Government schools are Persian and Urdú, Hindí may be taught, but as Urdú is the language of the Courts, the people do not care to acquire Hindí ; and there are at least as many Arabic learners at Government Schools as there are Sanscrit. The languages taught and the proportionate number of learners may be thus shown for *Government Schools only.*

| | | | | | |
|---|---|---|---|---|---|
| English, | ... | ... | ... | ... | 1,699 |
| Urdú, | ... | ... | ... | ... | 17,009 |
| Persian, | ... | ... | ... | ... | 4,924 |
| Hindí, | ... | ... | ... | ... | 16,836 |
| Arabic, | ... | ... | ... | ... | 141 |
| Sanscrit, | ... | ... | ... | ... | 123 |

Indeed, in Oudh, though there are more than nine times as many Hindús as there are Mahomedans, yet the language of the Courts being Urdú, the curriculum pursued at our schools, though designed for both Hindús and Mahomedans, is used practically as rather an Urdú-Persian curriculum than a Hindí-Sanscrit course, and is thus more suited for Mahomedans than Hindús. So long as Urdú is used in all official businesss, and whilst the vast mass of Hindús are apathetic regarding all instruction except that which will bring them immediate pecuniary returns, and care for neither reading nor writing, Urdú and Persian will in Oudh be more studied than Hindí and Sanscrit. Even when education amongst those in easy circumstances is as common in Oudh as it is in England, I do not know, that there will ever exist much necessity to render our curriculum more suitable than it is at present to Mahomedan students. Supposing the great bulk of Hindús ever to awake from their present easy indifference regarding all intellectual pursuits, and it were absolutely necessary to pay more attention in our schools to Sanscrit and Hindí

than to Persian and Arabic, then perhaps, it might be advisable to provide especial means of instruction for Mahomedans. But now in our lower and middle class vernacular schools, where Geography, Arithmetic, Algebra and Euclid are taught, the technical terms employed are usually those derived from the Arabic, and Asul-i.Mauzuah (Postulates) or Alum Mutaarifah (axioms) are understood both by Hindús and Mahomedans, when the same terms " Grihit Krityen" and " Pratyaksh Pramanen," as expressed in words of Sanscrit origin, are unintelligible. In Oudh, middle class schools secondary education is carried on through the Vernacular, and the Vernacular employed, though understood by Hindús, is the mother tongue of the Mahomedans.

(3.) But the Resolution mentions that the Mahomedans have a " classical literature replete with works of profound learning and great "value." It would seem, therefore, to refer rather to the improvement of advanced secondary education amongst Mahomedans, than to lower or middle class education. But the Arabs and Persians have added nothing valuable to Ethics or Physics since the 12th century. The Ptolemaic system of Astronomy, with its deferent and epicycle is still taught in the books used by those Arabic scholars, few indeed, who study Physics. Although one of their own philosophers, Alhasan, refuted the ancient Philosophers, and proved that vision was not produced by rays proceeding from the eye, yet his work on optics is not known, nor I believe, procurable in India, and in the treatises read the old exploded theory, that a body is visible by rays emitted from the eye, is often still taught, or it is argued that light is emitted from luminous objects, that such light becomes intermixed with the colours of things on which it falls, and thus entering the eye, gives the sense of colour. Arabic ethics too, are but a mixture of the Aristotelian and Neoplatonic philosophy, and the works of the best writers, Averroes and Avicenna, are hardly to be had in India. The Philosophy taught, I am informed, is full of trivialities and sophisms, and it cannot be the duty of the Educational department to encourage " false philosophy and untrue science."

(4.) I apprehend, however, that the resolution does not recommend, that any Indian students should be condemned to the science and philosophy of Arabia in the 11th and 12th centuries. Perhaps the Resolution, though the term " profound learning" is used, points to the value of the literature of the Arabs and Persians, simply as a literature, rather than to the philosophy and science taught. But the study of Arabic and Persian literature could only be revived at a great expense, and by especially paying students to devote themselves to the subject. Amongst the majority of Mahomedan gentlemen in India, acquirements in theology alone are regarded with marked approval, and poor students of theology can alone hope to obtain support from their Arabic studies and attainments. But a knowledge of Arabic literature as a literature is not prized. Very recently, a native gentleman, a pensioner, whose family have for generations been famous for their Arabic learning, and who is himself a man of weight amongst the sunni inhabitants of Lucknow, called on me. He has a fine family of sons, and I urged upon him the absolute necessity,

that he should have his sons instructed in modern science and in English. It was mentioned that the Canning College was open, that it was managed by a Committee composed partly of those of his own persuasion, that his pension was small, and that if he wished his sons hereafter to live in easy circumstances, and to occupy good positions, he must attend to their secular as well as to their religious instruction. But he was deaf to all that was said, and giving a half promise that his sons should eventually study at Canning College, alleged that they could not commence until they had acquired the whole of the Koran by heart. Had I, instead of suggesting that his sons should learn English, merely counselled the study of Arabic as a language, and physics and philosophy as taught by the Arabs of centuries past, or as now taught in Europe, using the Vernacular as a means of instruction, I should have been equally unsuccessful. Indeed, in that case, my advice would have had to him the absurdity of recommending study for its own sake. Theology was useful for a future world, and not altogether barren in the present. A knowledge of English would probably lead to the advancement of his sons. But a knowledge of Arabic and Persian literature, and of Mathematics, History and Physical science in the Vernacular, could not possibly lead to any immediate or future profit, and should any one of his children, even adopt the life of a student, how was he to be supported during his studies, where were the scholarships for boys, the fellowships, the lectureships, and in short the career for adults? India is perhaps the poorest country in the world. The bulk of the population are densely ignorant and live from hand to mouth. Until wealth is diffused, and it becomes the fashion amongst people of means to educate their children, there will be no career in letters for the industrious and ambitious. Class education will only furnish another weapon to the dominant, by which the minds of their inferiors may be the more misled and debased. In India, fortunately, learning has for the most part ceased to be the prerogative of a particular caste or class, but we are already suffering from the want of a career for the educated. If wealth were more diffused, the comforts and luxuries of life would be more prized, the people would live in better houses, would expend more capital on agriculture and horticulture, would scarcely content themselves with manure as a fuel. Groves for firewood would be planted. The manure would enrich the earth. Coal would be sought after, and the mineral riches of India would receive some attention. Factories for cotton spinning, for silk weaving would spring up, and the melancholy fact that a large foundry replete with all modern inventions, whose ultimate success a Swedish Iron Founder had guaranteed, with fuel and ore collected sufficient for two or three years' use, that cost lakhs of rupees, and was put up for sale at the price merely of its machinery, found not a single purchaser, and was eventually made over to a native nobleman, who has allowed the foundry to be idle, and possibly the machinery to rust, would not again be repeated. It has always seemed to me, that the causes of there being no suitable career open to many of our educated youths, are not that agriculture or trades are not taught in our schools, but are simply the unequal distribution of wealth, the poverty of the masses, the absence of any very numerous and wealthy middle class,

and the selfishness of the few who have money, and who do not care to spend it in an enlightened manner Now our school boys appeal to the Government for employment, when they should appeal to the nation. The regeneration of India can only spring from the comfort and mental culture of the masses. Both must go hand in hand, the one without the other is either impracticable or hurtful. A very wealthy yet intensely ignorant people would be injurious, a very poor yet well educated immigratory people impossible.

(5.) The study of Persian is popular, and there is hardly any Mahomedan gentleman who does not possess a knowledge of Persian. But Persian is also read at our Government Schools. It is however, kept in its due place. A boy is not taught Persian before he can read his mother tongue, nor when he commences that language is all knowledge of History, Mathematics and Geography sacrificed to its acquirement. A scholar's progress in Persian at a Government School is, therefore, slower than at an indigenous school where nothing else is taught. Persian has been included by the Bombay University amongst the classical languages accepted at the First Arts examination. If the Calcutta University were to follow the example of Bombay, the course would be acceptable. It will have been seen, that I do not speak very favourably regarding proposals for the especial education of Mahomedans. Attempts for their sole instruction have been made, and the career of the Calcutta Madrassa has perhaps hardly been such as to warrant with any promise of success a repetition of the experiment. Indeed, I myself am humbly of opinion, that any attempt to maintain a dual system of instruction, one for Mahomedans and one for Hindús must necessarily fail. The great bulk of mankind hardly prize learning for its own sake. They learn because it is the fashion, because ignorance is esteemed disgraceful, for the sake of support or advancement in after life. But in India ignorance is not yet thought discreditable, and the only students that will study *to years of maturity* without Government assistance, are those who adopt (whether Hindús or Mahomedans) theology as a profession, and those who wish to obtain office. In the Oriental Department of Canning College, the Department has two sides, one for the study of Sanscrit, and the 2nd, for the study of Arabic and Persian, and has been modelled after the fashion most acceptable to native scholars, where too there are Maulavis especially retained for the separate instruction of Shiahs and Sunnis, so that the most orthodox of either sect need not fear that any scholar should learn more than is necessary to convince him of the truth of the tenets held by his own sect, and of the exceeding error of the heterodox, which department or school is situated in a city containing 111,397 Mahomedans, or about 9,000 Mahomedan boys of a school-going age, there are but 114 Mussulman students. Yet the Oriental Department is open to the inspection of any Mahomedan gentleman of repute and learning, and suggestions for its improvement and tending to increase its popularity, would be very gladly received. But though there are now only comparatively so few scholars, I have no doubt that small scholarships of one or two rupees given to *all* students would increase the attendance by hundreds, perhaps by thousands. Such

The Calcutta University have now followed this example.

students, however, would not be attracted by the love of Oriental literature, and would be withdrawn, perhaps, from more useful occupations. The Punjab University College require students, candidates for their examinations, to answer questions on general knowledge in the Vernacular, and do not insist upon any acquaintance with English. By so doing, they hope to extend the influence of the University. It is still an experiment. But even in this experiment, the Senate have thought it advisable to append to the advertisements giving the details of the examinations, notices that scholarships of from 8 to 12 Rs. are offered to candidates who shall pass the Entrance Examination, and shall promise to continue their studies to the F. E. A., whilst scholarships ranging from 14 to 20 Rupees are offered to men who pass the F. E. A. and continue their studies to the B. A. degree. These scholarships are only to be awarded under regulations approved by the Senate. The success of the Punjab University College will, however, be gauged not by the number of scholarship holders, but by the number of students who attend without scholarships. The educational department cannot do very much for the encourgement of learning unless they have the people with them. They can only offer rewards to the most brilliant scholars, and they can provide a career only for the very few. It is to the nation that the vast majority of students must look for employment. The Government always have it in its power to reward men of really profound attainments. But I do not know that such rewards have been given even in moderation. Sanscrit as well as Arabic learning has decayed. And I think that Dr. Wilson of Bombay, will allow me to say, that he is of opinion, that much of the Sanscrit learning that once existed in Benares and Bengal, has ceased to exist simply because of the discontinuance of certain legal appointments, that were exceedingly lucrative, and whose holders were highly respected. The same remark will apply also to Mahomedan Moulavis and Mûftís to whom formerly disputed points of law were sometimes referred. If such appointments were again reinstated by the Government of India, no doubt Sanscrit and Arabic learning would after the lapse of some years revive.

(6.) The most important of all the topics included in the Resolution is perhaps the provision of a suitable literature for Mahomedans, and I would trust for Hindús, the great bulk of the people.

In Bombay, there is attached I believe, to the Department of Public Instruction, a Translator's Office. The Marathi Translator and his assistants have produced a most valuable series of school books, that are as prized in indigenous as in Government schools. Before taking additional steps to provide a suitable literature for Hindús and Mahomedans, I think that a report on the cost, the working and the results of the Translator's Office in Bombay should be called for and published. It seems to me, that special machinery for the production of school books and for the reward of native authors is required. At present no such machinery exists. The Government of India, I believe, are afraid lest the works produced by translators should not be popular, and remain unsold—so at present authors can only be encouraged by the purchase

of their books for prizes or by especial rewards. But there is no machinery even to estimate the value of the books submitted. The books are forwarded to the Director of Public Instruction, and he must, in addition to his other multifarious duties go over each book presented, and accurately guage its merit, or he may call upon some of his subordinates as hard worked as himself to assist in the criticism of books submitted for publication. Moreover, many, nay most of those who write, and adapt books for school use, are either not acquainted at all with Western science and art, or at the best, have but a superficial acquaintance with these subjects. Thus, the books that are presented follow a stereotyped Eastern groove, or are unidiomatic and bald versions of some trifling English work. If a special office for the examination and publication of works in Hindí, Urdú, Persian, and Bengálí were established, and this office were connected with the Educational Departments of Bengal, the North-Western Provinces and the Punjab, and were under the control of some one of their departments, I cannot but think, that a better class of literature would be produced than under the present system. There might be some loss at first, but this loss would be very tangible. The shelves of the Translators' office groaning under heaps of unsold literature would expose the failure. Whereas, at this time, whatever loss is sustained, is distributed through all the provincial departments of public instruction, and simply provides, when such loss occurs, bad prizes for deserving students. There is now no office nor officer whose "imprimatur" would be at once accepted as to the value of a book. If the Translator's office has been successful in the Bombay Presidency, and I can vouch for the exceeding popularity of its educational series, then perhaps a similar office might be opened either in Calcutta or Allahabad. To it might be referred all new books either in manuscript or after publication, to this office the reward of deserving authors might be entrusted, and besides all this, the office itself might issue its own publications in consultation with the several provincial educational departments.

7. The attention of the Universities has been called to the subject of Mahomedan education. Their attention to the intersts of Hindú education is also necessary.

The Calcutta University have, I believe, recently assented to the commencement of middle class examinations in the Vernacular, at all events, a scheme for such examinations is under their consideration. These examinations admit of indefinite extension. Titles of honor, such as Maulaví, Pandit, and Munshi, and similar styles might be adopted, and Vernacular examinations for the several degrees constituted. The University would thus acquire great influence over all kinds of Vernacular learning, and our Vernacular schools would receive a great stimulus. In no part of India are such examinations more needed than in the Bombay Presidency. For the Bombay University persistently ignores all but those students who possess sufficient funds to present themselves at Bombay for examination. From Belgaum, Rutnagherry, Goa, Kurrachi, Nagpore, Chundah and Indore, pupils must travel hundreds of miles, and

live for days in a strange and dear city, if they wish to have the University stamp on their acquirements.

I have &c,
COLIN BROWNING, M. A.,
*Director of Public Instruction, Oudh.*

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*From the Officiating Secretary to Chief Commissioner of Oudh, to the Secretary to the Government of India, Home Department, Calcutta, dated Lucknow, the 15th April 1872, No. 1709.*

General.

With reference to the communications noted in the margin,* regarding the encouragement of Mahomedan education generally, and of Arabic and Persian literature in the University course, I am directed to submit a copy of a letter from the Director of Public Instruction, dated 6th September 1871, with the following remarks:—

*No. 306 7th August 1871.
No. 70 26th January 1872.
No. 161 3rd April 1872.

2. The comparative appreciation by Mahomedans of the existing method of instruction in this province is attested by the fact, that whilst the proportion borne by pupils undergoing instruction, to boys of a school-going age, is in the case of Hindús, only 3·3 per cent, it reaches in the case of Mahomedans, a percentage of 8·1, and it would thus appear, that in Oudh, as well as in the North-Western Provinces and the Punjab, the Mahomedans, at least proportionately, do avail themselves of the educational advantages that Government offers.

3. Nor can it perhaps be fairly said, that, at any rate since the general diffusion of educational Committees, the Mahomedan gentry of the province stand aloof from active co-operation with our system. For in these Committees the Mahomedan element is well represented, and the influence of intelligent and wealthy Mahomedan gentlemen is appreciably felt.

4. As a fact, moreover, although the Hindú so largely outnumbers the Mahomedan population of the province, the course of instruction is practically a course of Urdú-Persian rather than a course of Hindí-Sanscrit, and is thus in itself more suited for Mahomedan than for Hindú scholars. Indeed the results in Government schools are stated as follows :—

| | | |
|---|---|---|
| Learning | English,... ... ... ... ... ... ... | 1,699 |
| ,, | Urdú, ... ... ... ... ... ... ... | 17,009 |
| ,, | Persian,... ... ... ... ... ... ... | 4,924 |
| ,, | Hindí, ... ... ... ... ... ... ... | 16,836 |
| ,, | Arabic, ... ... ... ... ... ... ... | 141 |
| ,, | Sanscrit, ... ... ... ... ... ... | 123 |

and in the Canning College it would, perhaps, be difficult to devise means more suited than the existing system to ensure, to all inclined to avail themselves of its advantages, complete instruction in the higher branches of Persian and Arabic literature.

5. At the same time Sir George Couper is glad to be able to express his conviction that in "Kusbahs" and other centres of Mahomedan population, more systematic attention is being paid than formerly to the wants of this particular class. Grants-in-aid on behalf of Mahomedan schools have been encouraged, and even if the direct benefits of instruction in a course of literature yearly, perhaps, becoming more obsolete, are not immediately apparent, there can, he thinks, be no doubt that the people are becoming thoroughly aware of our wish to meet them half way, or that the indirect advantages arising therefrom must be considerable. He awaits with interest the submission of the annual reports for 1871-72, as showing what really has been done in this direction, but he is inclined to believe, that as much is now being done as is, perhaps, contemplated in the resolution under reference.

6. Regarding the creation of a vernacular literature for the Mahomedans, Sir George Couper has no suggestions to offer. The opinion of the present Director, Mr. Browning, as expressed in the letter attached, deserves consideration. The opinions of Mr. Davies, the late Chief Commissioner, and of Mr. Handford, the late Director of Public Instruction, were expressed in this office, No. 2181, dated 7th May 1870, to the address of the Registrar of the Calcutta University, a copy of which with its enclosures is annexed.

7. In the general principles that secondary, and higher education conveyed in the Vernaculars, and rendered more accessible than now, would, especially if coupled with a more systematic encouragement and recognition of Arabic and Persian literature, be acceptable to the Mahomedan community, and would enlist the sympathies of the more earnest and enlightened of its members on the side of education, that in avowedly English schools established in Mahomedan districts, the appointment of qualified Mahomedan English teachers, might with advantage, be encouraged ; and that assistance might in this class of schools be justly given to Mahomedans by grants-in-aid, to create schools of their own, Sir George Couper cordially concurs. He believes, indeed, that full weight is given to them in the present educational system of the province.

8. The creation of a vernacular literature, which shall "combine the substance of European knowledge with native forms of thought and sentiment," is a problem, which, to fulfil thoroughly, the objects of the system of education laid down in the despatch of the 19th July 1854, it is absolutely necessary to solve, but which, it may be feared, is practically almost as far from solution as it was twenty years ago.

H. B. HARINGTON,
*Offg. Secy. to Chief Commissioner, Oudh.*

No. 1710.

*Dated, Lucknow, the 15th April* 1872.

Copy of the above forwarded to the Director of Public Instruction for information, with reference to his No. 1,840, dated 6th September 1871.

H. B. HARINGTON,
*Offg. Secy. to Chief Commissioner, Oudh.*

# APPENDIX D.

## Annual Report Canning College, 1871-72.

FROM

THE OFFICIATING PRINCIPAL,

CANNING COLLEGE.

To

GORE OUSELEY, ESQR., C. S.,

COMMISSIONER OF LUCKNOW, AND PRESIDENT CANNING COLLEGE COMMITTEE OF MANAGEMENT.

SIR,

I have the honour to submit the following report on the working of Canning College, during the official year 1871-72.

2. On the 15th of March 1871, Mr. Boycott, the Principal of the College, left for England on sick leave, and I took over charge of his duties in addition to my own as Senior Professor.

3. There were several matters requiring immediate attention, as being necessary to complete the business of the official year 1870-71. The annual returns were to be prepared for the Director of Public Instruction, arrangements to be made for the public distribution of prizes, and measures to be taken for the appointment of a successor to Mr. Sykes.

Distribution of Prizes

4. In the absence of General Barrow, the Patron of the Institution, whose severe and sudden illness had just then cast a gloom over the station, the Bishop of Calcutta, who happened to be on a visit to Lucknow, did us the honour of presiding at the distribution of Prizes. At the conclusion of the proceedings, His Lordship delivered an eloquent and instructive address, which I have reason to know was thoroughly and gratefully appreciated.

Successor to Mr. Sykes.

5. Mr. Sykes, to whose skill and energy the marked success of some of our higher classes, in the previous year, had been chiefly owing, had recently left us, his services having been transferred to the Martiniere. A considerable time elapsed before a successor was appointed, as there was some prospect that a gentleman who had been eminently successful in the Educational Department of the Central Provinces might be induced to accept the appointment. In this we were ultimately disappointed, and Babú Shiv Nath Banerjea, M. A., was selected to fill the vacant post. This delay caused me some serious difficulty in carrying on the work of the Institution, for two very important members of the staff were thus absent at the same time, the Principal and an Assistant Professor. My task was made comparatively light and easy, however, by the readiness with which the other members of the Staff came forward and took upon themselves additional work.

6. These preliminary matters having been disposed of, I was able to concentrate my attention upon the proper work of the year, dividing my time and care as equitably as I could, between the special instruction of my own classes, and the general superintendence of the Institution. In the circumstances in which I was placed, I thought it my duty to avoid making any material changes in the scheme and general aim of our daily work, lest in some unforeseen way, any such alterations might prove embarrassing to Mr. Boycott on his return. I contented myself, therefore, with seeing that arrangements then existing were fully carried out, and that College and School were maintained in a state of efficiency.

7. In remarking upon the present state of the Institution, and reviewing the work of the past year, it will be unnecessary for me to recapitulate the various items contained in the statistical report forwarded to the Director of Public Instruction. I shall merely refer to those statistics which appear to me to be deserving of special notice.

Increase of Numbers.

8. The number at present on our rolls in all the departments, Preparatory School, School Proper, College, and Oriental Department is 720. When the Institution first came into existence, eight years ago, as an Elementary School, the number on the rolls was under 200. This clearly shows that, at the time it was established, it was a desideratum, and that its subsequent good management and success have won for it the confidence of the inhabitants of Lucknow and of the Province generally. Nay more : its good name has extended beyond the limits of Oudh, and applications for admission from Bengal and the North-West have now become frequent.

Number of Pupils from Landed Class.

9. The T'alukdárs send us 24 pupils, and the Zemindárs 24. In 1868 we received from the T'alukdárs 24, and from the Zemindárs 27, A decrease of three out of 51 is most likely incidental ; and the numbers may be regarded as stationary. This is not encouraging, but we have no reason to complain ; for our work is essentially an innovation, and the landed class are, by their very position, conservative.

From Serving Class.

10. The largest number of Scholars is contributed by those tabulated under the name of the Serving Class : *i.e.*, Government Servants, the Clerks and other employés of the Railway, &c. These men have found that their own success in life has greatly depended upon their being superior in education to their competitors in the race for promotion ; they see that in Oudh, as elsewhere, the Bengalí is frequently preferred for office work to a native of the Province ; and they infer (unless they be Bengalís themselves), that this preference is shown on account of superior training and not superior natural ability. The Bengalís among their number naturally assume that it arises from both. In either case, education in the estimation of this class of men rises in value. It is a subject worthy of careful consideration by the people of Oudh, that education is rapidly spreading in other parts of the Bengal Presidency ; and that, if they do not wish to see strangers step into positions of trust which they may think belong of right to themselves and their children, it becomes them to avail themselves readily of those privileges which are now within their reach.

11. I am astonished to find the small number contributed by the Trading Class. Out of 720, only 61 are their children. In other countries, the Trading Class have taken the lead in adopting liberal views, but here, the contrary is the case. Elderly natives, who are naturally tenacious of old customs in education as in other things, speak with contempt of the instruction we impart as "money making knowledge," and yet the money making class send fewer children to us than any other. They seem to think the shop the only school necessary for their boys. It is to be hoped, that, in course of time, they will discover it to be a mistake, even as a matter of self-interest, for a merchant to insist on standing still, while his customers are making progress. I am anxious to see a closer union between the Trading Class and ourselves; for most of our scholars cherish the fallacious hope that their will be room for all of them within the limited sphere of Government employment, whereas the majority of them ought to be looking forward to a wider field of labor in independent enterprise.

From Trading Class.

12. The Hindús have, from the first, been more ready to acknowledge the benefit to be derived from an English education than the Mahomedans have been. The latter seem to have looked upon the work done in English schools with a certain amount of jealousy. I am assured that this feeling is now on the wane; and I trust that the Mahomedan community will soon learn by experience, that they have nothing to fear from us but everything to gain. That a strong prejudice does exist is evident, from the fact, that 41 per cent. of the inhabitants of Lucknow are Mahomedans, while only 27 per cent. of the pupils of Canning College are Mahomedans. Perhaps we may anticipate a change for the better. From a recent decree of the Calcutta University, they have decided that Persian is to be recognized as one of the languages to be studied for examinations, on an equal footing with Arabic and Sanskrit. As our higher school classes, and those of the College, have the University Examinations, as their ultimate end and aim, it will be necessary for us to introduce into those classes the teaching of Persian. All Mahomedans consider a knowledge of Persian not only necessary to make a youth's training complete, but they reckon it to be the most important part of his education. Mr. Syud Husain, our Arabic Professor, assures me that our school and College would gain immensely in popularity by the introduction of this language into our curriculum; and that it would be the means of attracting pupils even from the higher ranks of Mahomedans.

Hindús and Mahomedans compared as to Number.

Introduction of Persian into English Departments.

13. The attendance has been good throughout the year. It shows an average of 84 per cent. This is as high an average as we can expect, considering that a good proportion of our pupils come from the city (four or five miles distant,) and that, consequently, during the heat and the rains, the slightest symptom of sickness makes it imprudent for parents to send their children so far. The attendance has been greatly affected, moreover, by the frequent recurrence of Hindú and Mahomedan holidays. A holiday, in this languid and debilitating climate is not always a boon. It is not, as in England, where there is an immense

Attendance.

Holidays.

amount of surplus energy ready to find its natural vent in out-of-door sports. Our holidays are too apt to encourage irregularity and sloth. The Committee have, therefore, reduced to the minimum the number of festivals and fasts to be observed, and the number of days to be assigned to each; and they have transferred the long midsummer vacation to the cold weather, so that teacher and scholar may enjoy leisure at the only time of the year when travelling is pleasant, or open-air exercise is possible.

14. I am sorry to observe that our rapid increase in numbers is not accompanied by a corresponding increase in the amount of fees. This is not as it should be. Our system of collecting fees does not appear to be any longer suited to the state of the Institution. The rule is, that they are to be assessed according to the income of the parents; but I find, that the more extensively this rule is known, the more rapidly the incomes of the parents seem to decrease. This system was well adapted to the state of the Institution in its infancy. It was the wise and generous policy of its founders to place a good and thorough education within the reach of all the inhabitants of Lucknow, even of the poorest. I think, however, that the President and Committee will agree with me that it forms no part of their plan to give the higher education for next to nothing, thereby depreciating its value even in the eyes of those who receive it; for an education virtually free, can never in the very nature of things, be appreciated as it ought to be. It seems to me to be an anomaly, that a student who is far enough advanced to study conic sections and the Sanskrit drama, should be paying the same fee as a little child commencing the alphabet. It will remain, therefore, to be considered, whether it would not be advisable, while retaining the present system in the lower classes, to introduce a graduated system of fees in the higher classes, where a more advanced education is given than is necessary to enable the youths taught to earn a competence in the ordinary walks of life. Such a change as this must, of course, be introduced by degrees, and with extreme caution.

Oriental Department.

15. The Oriental department contains at present 123 students.

At the close of the year, Babú Raj Coomar examined the Sanskrit classes, and Mr. Syud Husain examined the Arabic and Persian classes. Babú Raj Coomar reports favourably of the classes he examined; he states that the teachers have evidently taken great pains with their students, and that with the single exception of composition, these had done well in every subject. Mr. Syud Husain speaks in the same terms of approval of the Persian and Arabic classes: he remarks, however, that an undue share of attention seems to be paid to the more advanced students. But this is only what might be expected. Our Maulavis and Pandits are all men of great reputation in the city for their learning; and, in teaching a class of boys, of all ages, and studying every subject from Grammar and History, to Medicine and Metaphysics, it is natural that they should linger over subjects more congenial to their tastes, and affording them an opportunity for bringing into play that vast erudition of which they are so justly proud.

The Mujtahid with his usual kindness came at my request and examined the Arabic and Persian classes. He expresses himself as being highly satisfied with their present state, and with the progress they have made, and mentions some of the senior boys, to whom he awarded full marks, as having displayed unusual ability and dillegence in their studies. Both the Maulavis and myself cannot but feel grateful to the good Mujtahid for the warm interest he has invariably taken in our Mahomedan students, and for the high opinion which he has been pleased to express concerning them.

It would be a lasting benefit to this department, if the Maulavis and Pandits were required to teach up to some clearly defined standard, with the prospect of having the efficiency of their work tested by some authorized body of examiners, such as those appointed by the Lahore University, or those appointed in connection with the middle class examinations of the Calcutta University. This would ensure unity in the teaching, and make it more efficient, by forcing its results into comparison with what is done elsewhere.

Preparatory School and School proper.

16. The Preparatory School has 216 on the roll, the school proper 317.

The various Professors assisted me as usual in the annual examination of these two departments. This examination, together with the periodical inspection of the classes throughout the year, enables me to form a very clear notion of how the work has been done. I am happy to state that the results are in every way satisfactory.

The scheme adopted two years ago of having the younger children taught in small classes by monitors, under the supervision of an experienced teacher has proved a complete success. This is due for the most part to the zealous care of the able Superintendent, Pandit Sheonarain.

The studies in the various classes of the school proper are conducted according to a programme of work drawn out by the Principal at the beginning of the year. The amount therein prescribed has been very fairly accomplished by most of the teachers; and all the classes display marked progress in every subject as compared with the results of former years. This I attribute, to a great extent, to the cheerfulness with which the teachers receive any hints and advice offered to them by the Principal, and the readiness with which they carry out his views. For example: Mr. Boycott found reason, last year, to call their attention to certain deficiencies in their teaching of arithmetic, dictation, and English generally: the result has been that the marks obtained in these subjects have risen nearly 20 per cent. The weak point in these classes, as in all native schools, is English and vernacular composition. Perfection in this respect will be difficult of attainment; for it is obvious, that, to express one's thoughts clearly, and with correct idiom in any language, indicates a far higher stage of progress than the mere capability of understanding what is read from a book. Difficult, though it is, however, I have resolved that nothing short of high excellence will be accepted, inasmuch as skill in composition enhances the value of the instruction received four-

fold, giving, as it does, to the student the power of communicating his knowledge to others. One great want of the country is a native literature suited to the wants of modern times. I trust that our young men may do something towards supplying it. I would fain hope that the benefits conferred by such an institution as this, will not begin and end with those under our charge, but that each of them, when he goes forth from us to begin the world's duties, may be a centre from which sound sense and enlightenment will spread throughout the community at large.

College Department.

17. We have at present in the College Department 55 students. Of these, 45 are studying for the First Arts, nine for the Bachelor of Arts, and one for the Master of Arts Examination. I could not wish to have a finer set of students. From the first they have taken kindly to their respective studies, and have set to work with a will. Success at examinations depends upon many contingencies over which we have no control: it would, therefore, be rash to premise too freely; but I shall be greatly disappointed if many of these young men do not distinguish themselves at the end of the year.

Written examinations.

18. I have kept up, throughout the year, Mr. Boycott's excellent system of weekly and monthly written examinations, and with the most beneficial results. These exercises prove to be a most admirable mental discipline for the students; and they enable the Professors and Teachers to "take stock" as it were of the amount of knowledge actually imparted.

Teaching of science.

19. It will be necessary for us before the commencement of another year, to make some further provision for the teaching of science. The Syndicate of the University have ruled that this branch of education should, in future take a position of equality with Literature and Philosophy, and that the present meagre scheme of scientific study should be greatly extended. This is, in my opinion, a change which will in a few years work an entire revolution in the habits of thought of the people of this country; and as such we ought to welcome it. The refining effects of a purely literary education are limited to the literary classes themselves, for between them and the uneducated masses there can be no sympathy; but scientific truth, appealing as it for the most part does, to facts plain and palpable to every one, has a power of its own of filtering downwards and finding its way even into uncultivated minds; and it is therefore the surest means of undermining error, superstition, and ignorance. Scientific study, moreover, cultivates in the student a habit of observation, and thereby saves him from a relapse into the state of dreamy lethargy which is too prevalent among his fellow-countrymen, and which is the greatest enemy of all progress.

Conduct.

20. The conduct and discipline of the scholars and students has been all that could be desired. I attribute this, to a great extent, to the skill and tact of the teachers and professors, and to the mutual confidence which subsists between them and those under their charge. With a view to extend and strengthen this mutual confidence, I requested the teachers of the school to cultivate, as far as possible, an acquaintance with the parents of their pupils; and I am happy to say that they have readily carried

out my wishes. This is a benefit to the teacher, for it gives him a fuller knowledge of the character of those under his control; it is a benefit to the parents, for in this way they understand more clearly the school life of their children, and are able to further the teacher's efforts by home influence.

Necessity for a Boarding House.

21. There are many of our students, however, over whom our influence can extend no further than the College Compound. I refer to the lads who come to us from the Districts, many of whom have no relatives in Lucknow. I know that parents view with anxiety the prospect of sending their youth to such a city as this, to be exposed to the worst temptations, and to be at the same time left to their own devices, unwatched, uncared for. According to our present arrangements we can make no provision for them. We have a few rooms in the compound, but these are small and over-crowded. I think that as at Agra, and other places in the North West, a boarding house might be established. The cost would not be great, and the boon to the students would be immense. The students themselves would appreciate it as affording them the opportunity of quiet and uninterrupted study, and I know that even those who have homes in the City would prefer a residence there for this reason alone. It might be placed under the supervision of some of the teachers; and I feel confident that, with proper care it might be made in a short time, self-supporting.

Law class.

22. The senior Law Class contains nine students, the Junior 37: total 46. The highest monthly average attendance is 30. Towards the end of the year, when the University Examinations are approaching, the attendance of the Junior Law Class diminishes very considerably. This is not to be wondered at: for these examinations are immediate, whereas the Law Examination is to most of them a contingency that can only take place two, three, or four years afterwards. I use the word "contingency" advisedly; because the Bachelor's Degree in Arts must be taken after four years' College Study, before they can become candidates for the Bachelor's Degree in Law. The Law Class has always been highly popular among the Studants; and it does appear strange that young men, with abundance of work already on their hands, should find the means of mental relaxation in a study so abstruse and so full of dry uninteresting details. Apart from the lucid and therefore attractive form in which our students enjoy the privilege of having the subject brought before them, there seem to be two reasons for the popularity to which I refer. First, the native mind has a special aptitude for every study in which logical acumen is required; and secondly, a legal education opens up to the Student a career in which profit and good position are the sure reward of energy and talent. The Law Department was instituted in order that the numbers of native pleaders practising in our Courts might be weeded of those worthless individuals who have only a smattering of the knowledge necessary for their profession, and that the place of these latter might be filled by trained and educated men. It would therefore, I think better fulfil the purpose for which it was established, if it were formally recognized by the Legal Authorities of Oudh, and if the special training given were accompanied by some substantial privileges.

Mr. Theodore Thomas, the Law Professor was absent for nine months during the past year on sick leave, the duties of the office being performed in the interim by Mr. T. L. Ingram.

Mr. Thomas gives the following report concerning the work of the year :—

To the senior class lectures were given on the following subjects :

The Law of Personal Property.

Elements of the Law on Real Property.

The Law of Contracts and of Negotiable Instruments.

The Indian Succession Act.

The New Indian Evidence Act of 1872.

With the Junior Class the following subjects were taken up :—

The Nature of Law.

Municipal or Civil Law as applied by Civil Courts in India.

Legal Maxims and Fundamental Principles of Law.

The Code of Civil Procedure.

The Moffussil Small Cause Courts Act.

The main object of the Law Classes is to qualify students for the Bachelor of Laws degree of the Calcutta University, and with this view, the course laid down by the University is the guide to the Lecturer. To suit those students however, who may not be eligible for the examination of the Bachelor of Laws degree, which requires a preliminary qualification in arts, all the subjects and text-books laid down for the examination of Pleaders both in the North West Provinces and in Oudh are taken up at some time or other during the three years' course. Any students therefore, who may wish to qualify for the Pleadership Examinations have the means within their reach of doing so.

Proposed medical school.

23. The recent opening of the Balrampur Hospital offers to our Students, at no distant date, a new and very extensive field for labour and ambition. There is a crying need for Native Doctors throughout the Province ; the Medical School proposed to be attached to the Hospital would afford the means of training ; and our College would easily supply students.

Results of Examinations

Entrance class.

24. The results of the Entrance Examination were most disheartening. In 1870 we passed 18 students, in 1871 we passed seven, three in the 1st division, three in the 2nd division, and one in the 3rd. This seems startling, but a careful consideration of the following facts will show that this striking discrepancy may be satisfactorily explained. First, the Examination was considerably more severe than it has ever been before ; the questions were not more difficult, but the examiners were more strict ;

In 1870, 29 schools sending up an aggregate of 78 Candidates failed to pass one ;

In 1871, 76 schools sending up an aggregate of 269 Candidates failed to pass one ;

In 1870, 1,099, out of 1,905 Students passed ;

In 1871, 766 out of 1,902.

From these numbers we can only infer one of two things, either there had been a general neglect of duty on the part of the teachers from Calcutta to Lahore, and a general collapse, intellectually, on the part of the students, or the Examiners had suddenly become more rigorous in their demands. There is no difficulty in deciding between these two alternatives. Secondly: our entrance class of last year was below the average of ability and attainment from the first. Mr. Boycott in his Report of March last, speaks of them by no means hopefully. The written examinations soon revealed the truth to me, their lack of individual energy and diligence being indicated by the fact that they were most deficient in History and Geography, subjects in which they require the minimum amount of aid from the teacher, and in which our students have seldom failed. They tried hard to retrieve their character towards the end of the year, but unfortunately for us, the Examiners in History and Geography were more stern and scrupulous in awarding marks than any of their predecessors had been.

In 1870, 237 failed in History and Geography, out of 1,905.

In 1871, 666 „ „ „ „ 1,902.

Since, then, our material was unusually weak, and it was exposed to a strain unwontedly severe, the result was failure. A glance at the examination returns will show that the fate of every large school was similar to our own. It is obvious, moreover, that an unusually severe examination tells more fatally upon a school which, like ours, is accustomed to send up large numbers, than upon more insignificant institutions, the number of whose candidates never exceeds four or five. It will be observed that, I have omitted to notice the ratio between the number sent up and the number who have passed. The results are published in this form; but it is merely a device on the part of the University to spare the Examiners the unnecessary task of reading papers written by hopeless candidates. We know before-hand who are our best students, and by a stroke of the pen, the number who pass may be made cent. per cent. of those sent up. This is not a test of the efficiency of a class, but of its teacher's shrewdness.

First Arts.

It would be needless for me to go into the same detail, concerning the First Examination in Arts. Here also there was an increase of severity. We nevertheless passed five, three in the 2nd division, and two in the 3rd. We took the same relative position with regard to the other colleges as we had done in the previous year. By a comparison of the numbers passed, and the divisions in which they were placed, according to Mr. Woodrow's system of calculation, I find that in 1870, out of 31 institutions we stood 6th, and in 1871, out of 33 institutions we stood 6th.

I would say a word on behalf of those who have failed. Their failure indicates that their attainments have not come up to the required standard, but it by no means implies great deficiency, much less total ignorance. A glance at the Examination questions will show that it is no easy task to pass in *every* subject; and yet a failure in one subject is a failure in all. This is as it should be; but the result is, that often

a student who has an excellent knowledge of English, is rejected because weak in Mathematics, and one who stands high in Mathematics, is struck off the list because he is imperfectly acquainted with Arabic or Sanskrit grammar. It is but fair, therefore, that we should not visit those who fail with undue censure.

B A

The two sudents of our B. A. Class, Brojendro Nath Dó and Hanuman, Pershad, have been a credit to our college. The number of B. A. candidates was 232, of these 132 failed. I mention this to shew that the examination was not an easy one. Both our candidates passed: one in the 2nd division and the other in the 1st. No college except the Presidency college and our own, passed a student in the First Division; and the former college, out of 79 candidates, only passed 9 in that division. Of the ten students, who had thus the honour of standing at the top of the list, Brojendro Nath Dé stood 6th. A few weeks after having thus distinguished himself, he went forward to the M. A. examination: he took his degree with honours, and was second on the list, receiving the silver medal of the Calcutta University for the year. The success of these two students has been uniform. Hanuman Pershad passed the Entrance, First Arts, and B. A. examinations in each case, in the second division; Brojendro Nath Dé passed the Entrance, First Arts, B. A. and M. A. examinations, in each case, in the first division. We have every reason to be proud of them, for they are as unassuming in their character as they are talented and persevering. We passed one B. A. student last year; but he was not of our training. He had been sent up, more than once, from another college and failed: he came to us for about nine months and passed. But these two young men are in every respect our own students: they have been with us from the earliest stages of their education till the present time. We may, therefore, regard them as the first-fruits of our labours, and I trust they may prove an earnest of a rich and abundant harvest in the years that are to come.

M. A.

I cannot conclude this report without specially recording my obligations to Mr. Gall, Babú Raj Coomar, Mr. Syud Husain, and Mr. Evans, not only for their ability and assiduity in the performance of their special duties, but also for their readiness to impose upon themselves extra work, when by so doing they might lessen the amount of my own labour.

In connection with my remarks concerning the University Examinations, I append to my report an extract from the address of the Vice-Chancellor at the recent Convocation of the Calcutta University.

"The results of the University examinations just closed, show but "in one respect a marked difference from those of last year's examinations. "The number of candidates for the First Arts and for the Entrance Stand-"ards is nearly the same as last year, being 1,905 for the Entrance, and 540 "for the First Arts, as against 1,802 and 507.

"The percentage of failures is, however, far greater, being 60 per "cent. in the examination for Entrance against 43 per cent. of last year; "while the First Arts Examination shews 61 per cent. of failures against "57 per cent. of 1870. I am assured that the character of the papers set

" in 1871, has not materially differed from that of past years; and we " have, therefore, to look for the cause of the increased number of failures " either in a falling off in the character of the teaching, or to a greater " strictness in awarding marks.

" As the results are pretty nearly the same among the candidates " from all the several provinces, and in both standards, I am inclined to " attribute it to the latter cause. I observe that the failures in History " shew by far the greatest increase, though those in English and Mathe- " matics are also 50 per cent. more than last year. If I am right in my " view of the cause of these failures, I think they are hardly to be regret- " ted. The results of the Bachelor of Arts Examination present no special " feature beyond that of such a moderate increase in numbers, both of " candidates, and of successful candidates, as was to be expected from the " results of previous year's examinations in the lower standards.

" Out of the twenty-five candidates for Honors, three passed in the " First Class, two in English, and one in Philosophy; the two former are " this year both from up-country Colleges, one from the Canning College, " the other from the Delhi College."

I have the honour to be,
Sir,
Your most obedient servant,
MICHAEL J. WHITE, M. A.,
*Officiating Principal.*

# APPENDIX E.

## CIRCULAR No. 3-297 of 1871-72.

FROM

COLIN BROWNING, ESQUIRE, M. A.,

*Director of Public Instruction, Oudh.*

To

INSPECTORS AND DEPUTY INSPECTORS OF SCHOOLS, AND HEAD MASTERS OF HIGH AND MIDDLE CLASS SCHOOLS, OUDH.

*Dated Lucknow, the 22nd April* 1871.

In future, Kayathi will not usually be taught in any village school until the pupil shall have reached the 2nd class ; that is, until he shall have learned the Nágri character sufficiently to be able to read the Vidyánkur. Similarly, in Town Vernacular and Anglo-Vernacular Schools, Kayathi will not generally be taught until the pupil has reached the 3rd class, nor will it ordinarily be taught to any pupil in any Zil'a school until he shall have reached the 6th class. Should the parents or guardians of any children desire their relatives or wards to commence with Kayathi before learning Nágri, then for each Kayathi student, a fee of at least two annas will be charged. There will be no Kayathi free students.

(2). At Lahurpúr, Nabinagar, Colonelgunj, Ramnagar and other places, where the lowest classes are enormously overgrown, and contain boys who are slowly learning Kayathi, the Masters in introducing this rule will exercise tact. The Director of Public Instruction believes, that if proper tact be used, not a single scholar will be lost to the department, for, the people of Oudh thoroughly understand what will conduce to their material benefit. This ruling does not forbid Kayathi, but simply provides, that a pupil shall know something else besides Kayathi, and shall not linger for years in the lowest class, and finally leave school knowing nothing but Kayathi and the multiplication table. For, suppose a boy to enter a Government school at eight years of age, in two years he should have reached the class in which he may commence Kayathi, and in three years he should have mastered that character, be able to read or write any letter or book written in Nágri in a simple narrative style, and have learned at least the first four simple and compound rules, Reduction and Proportion in Arithmetic. Thus, at eleven, he will be as fit to assist his parents in their business as he is now at the same age, and will besides have acquired the use of Nágri, which will enable

him to carry on his own education at home, to read a newspaper, to study the sacred epic of the Hindús, as translated by Tulsi Dás, and to acquire such useful information as is contained in Nágri books now published with comparative frequency. But should persons desire their relatives to learn at a Government school, nothing else save a character in which business matters may be committed to paper in the loosest possible way, then this rule provides that such persons shall pay an adequate price for instruction, that may enable their relatives to carry on the business of a petty trader, but certainly opens no door for future intellectual advancement.

COLIN BROWNING, M. A.,

*Director of Public Instruction, Oudh.*

# APPENDIX F.

## Statement of the Educational resources of Towns in Oudh, having a population of 5,000 and upwards.

| Town. | Population. | Government Schools | | | | Aided Schools. | | | | Indigenous Schools. | | | | Total. | | | | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Schools. | | Pupils. | | Schools. | | Pupils. | | Schools. | | Pupils. | | Schools. | | Pupils. | | |
| | | 1870-71 | 1871-72 | 1870-71 | 1871-72 | 1870-71 | 1871-72 | 1870-71 | 1871-72 | 1870-71 | 1871-72 | 1870-71 | 1871-72 | 1870-71 | 1871-72 | 1870-71 | 1871-72 | |
| LUCKNOW DISTRICT. | | | | | | | | | | | | | | | | | | |
| Lucknow, .. | 284,779 | 20 | 20 | 1003 | 1032 | 27 | 27 | 2145 | 2409 | 62 | 87 | 743 | 1089 | 109 | 134 | 3891 | 4530 | |
| Amethí, .. | 7,128 | 2 | 2 | 138 | 150 | .. | .. | .. | .. | .. | 3 | .. | 35 | 2 | 5 | 138 | 185 | |
| Kakorí, .. | 8,343 | 2 | 2 | 104 | 104 | .. | .. | .. | .. | 4 | 3 | 30 | 18 | 6 | 5 | 134 | 122 | |
| Malíhábád, .. | 7,333 | 7 | 6 | 362 | 477 | .. | ... | ... | .. | .. | 1 | .. | 6 | 7 | 7 | 362 | 483 | |
| BARÁ BANKI DISTRICT. | | | | | | | | | | | | | | | | | | |
| Ramnagar, ... | 5,714 | 1 | 1 | 70 | 122 | .. | .. | .. | .. | .. | .. | .. | .. | 1 | 1 | 70 | 122 | |
| Fatahpúr, .. | 74,94 | .. | .. | ... | .. | 1 | 1 | 75 | 107 | .. | .. | .. | .. | 1 | 1 | 75 | 107 | |
| Darriábád, .. | 5,999 | 1 | 1 | 147 | 138 | .. | .. | .. | .. | .. | 1 | .. | 3 | 1 | 2 | 147 | 141 | |
| Rudaulí, .. | 12,517 | 1 | 1 | 82 | 156 | .. | .. | .. | .. | 5 | 8 | 75 | 137 | 6 | 9 | 157 | 293 | |
| Zaidpúr, ... | 60,680 | .. | .. | .. | ... | 1 | 1 | 71 | 61 | 3 | 6 | 39 | 76 | 4 | 7 | 110 | 137 | |
| Nawábganj, .. | 10,496 | 2 | 2 | 267 | 318 | .. | .. | .. | .. | .. | .. | .. | .. | 2 | 2 | 267 | 318 | |
| Bara Bankí, .. | 3,993 | | | | | | | | | | | | | | | | | |
| UNAO DISTRICT. | | | | | | | | | | | | | | | | | | |
| Bangarmaú, ... | 7,621 | 1 | 1 | 60 | 89 | .. | .. | .. | .. | .. | 5 | .. | 21 | 1 | 6 | 60 | 110 | |
| Safípúr, .. | 7,286 | 1 | 1 | 146 | 170 | .. | .. | .. | .. | .. | 10 | .. | 66 | 1 | 11 | 146 | 236 | |
| Gursat, ... | 5,385 | 1 | 1 | 28 | 31 | .. | .. | .. | .. | .. | .. | .. | .. | 1 | 1 | 28 | 31 | |
| Mauráwan, ... | 7,997 | 1 | 1 | 106 | 106 | .. | .. | .. | .. | .. | .. | .. | .. | 1 | 1 | 106 | 106 | |
| Harhá, ... | 5,446 | 1 | 1 | 65 | 62 | .. | .. | .. | .. | 2 | .. | 13 | .. | 3 | 1 | 78 | 62 | |
| Unáo, .. | 7,277 | 1 | 1 | 250 | 282 | .. | .. | .. | .. | 5 | 9 | 27 | 71 | 6 | 10 | 277 | 353 | |
| Purwá, .. | 10,880 | 1 | 1 | 169 | 216 | .. | .. | .. | .. | 2 | .. | 13 | .. | 3 | 1 | 182 | 216 | |
| Bethar, ... | 5,009 | 1 | 1 | 95 | 118 | .. | .. | .. | .. | .. | .. | .. | .. | 1 | 1 | 95 | 118 | |
| Targáon, .. | 6,197 | 1 | 1 | 46 | 34 | .. | .. | .. | .. | .. | .. | .. | .. | 1 | 1 | 46 | 34 | |
| Mawaí, .. | 5,001 | 1 | 1 | 29 | 18 | .. | .. | .. | .. | .. | .. | .. | .. | 1 | 1 | 29 | 18 | |
| Asíwan, .. | 5,817 | 1 | 1 | 70 | 58 | .. | .. | .. | .. | 1 | .. | 5 | .. | 2 | 1 | 75 | 58 | |

# APPENDIX F.—(*Continued.*)

| Town. | Population. | Government Schools. | | | | Aided Schools. | | | | Indigenous Schools. | | | | Total. | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Schools. | | Pupils. | | Schools. | | Pupils. | | Schools. | | Pupils. | | Schools. | | Pupils. | |
| | | 1870-71 | 1871-72 | 1870 71 | 1871 72 | 1870-71 | 1871-72 | 1870-71 | 1871-72 | 1870-71 | 1871-72 | 1870-71 | 1871-72 | 1870-71 | 1871-72 | 1870-71 | 1871-72 |
| **Rai Bareli District.** | | | | | | | | | | | | | | | | | |
| Dalmau, .. | 5,654 | 1 | 1 | 46 | 45 | .. | .. | .. | .. | .. | 5 | .. | 31 | 1 | 6 | 46 | 50 |
| Kunsá, .. | 5,864 | 1 | 1 | 56 | 83 | .. | .. | .. | .. | .. | .. | ... | .. | 1 | 1 | 56 | 83 |
| Ikhtiyárpúr, .. | 5,002 | 1 | 2 | 231 | 277 | 2 | 1 | 114 | 243 | .. | 5 | .. | 43 | 3 | 8 | 345 | 563 |
| Rái Barelí, .. | 7,092 | | | | | | | | | | | | | | | | |
| Salon, ... | 5,190 | 1 | 1 | 76 | 93 | .. | .. | .. | .. | .. | .. | .. | .. | 1 | 1 | 76 | 93 |
| **Prátabgarh District.** | | | | | | | | | | | | | | | | | |
| Pratábgarh & Belághat, | 6,240 | 1 | 1 | 130 | 158 | .. | .. | .. | .. | .. | .. | .. | .. | 1 | 1 | 130 | 158 |
| **Sultánpur District.** | | | | | | | | | | | | | | | | | |
| Rokhá Jais, ... | 11,689 | 1 | 1 | 90 | 127 | .. | .. | .. | .. | .. | .. | .. | .. | 1 | 1 | 90 | 127 |
| Sultanpúr, .. | 5,708 | 7 | 6 | 261 | 281 | .. | .. | .. | .. | 1 | 4 | 30 | 36 | 8 | 10 | 291 | 317 |
| **Faizabad District.** | | | | | | | | | | | | | | | | | |
| Jalálpúr, .. | 6,275 | 1 | 1 | 87 | 89 | .. | .. | .. | .. | .. | .. | .. | .. | 1 | 1 | 87 | 89 |
| Akbarpúr, .. | 5,614 | 1 | 2 | 100 | 239 | .. | .. | .. | .. | .. | .. | .. | .. | 1 | 2 | 100 | 239 |
| Ajudhyá, .. | 9,949 | .. | .. | .. | .. | 1 | 1 | 123 | 124 | 6 | 7 | 111 | 116 | 7 | 8 | 234 | 240 |
| Faizabád, .. | 37,104 | 3 | 3 | 648 | 711 | .. | .. | .. | .. | 8 | 4 | 92 | 40 | 11 | 7 | 740 | 751 |
| Tandá, .. | 13,543 | 2 | 2 | 159 | 176 | .. | .. | .. | .. | .. | .. | .. | .. | 2 | 2 | 159 | 176 |
| **Gonda District.** | | | | | | | | | | | | | | | | | |
| Gondá, .. | 11,966 | 1 | 1 | 313 | 320 | .. | .. | .. | .. | .. | 6 | .. | 60 | 1 | 7 | 313 | 380 |
| Colonelganj, .. | 5,898 | 1 | 1 | 110 | 226 | .. | .. | .. | .. | .. | .. | .. | .. | 1 | 1 | 110 | 226 |
| Atraulá, .. | 5,988 | 1 | 1 | 95 | 106 | .. | .. | .. | .. | .. | .. | . | .. | 1 | 1 | 95 | 106 |
| Balrámpúr, .. | 13,878 | .. | .. | .. | .. | 1 | 1 | 153 | 200 | .. | .. | .. | .. | 1 | 1 | 153 | 200 |
| Nawábganj, .. | 6,131 | 1 | 1 | 128 | 90 | .. | .. | .. | .. | .. | .. | .. | .. | 1 | 1 | 128 | 90 |
| **Bharaich District.** | | | | | | | | | | | | | | | | | |
| Bharaich, .. | 18,986 | 3 | 2 | 235 | 306 | .. | .. | .. | .. | 4 | 10 | 150 | 222 | 12 | 12 | 385 | 528 |
| Nánpárá, .. | 6,866 | 1 | 1 | 74 | 68 | .. | .. | .. | .. | 1 | 6 | 48 | 42 | 7 | 7 | 122 | 110 |

# APPENDIX F.—(*Continued.*)

| Town. | Population. | Government Schools. | | | | Aided Schools. | | | | Indigenous Schools. | | | | Total. | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Schools. | | Pupils. | | Schools. | | Pupils. | | Schools. | | Pupils. | | Schools. | | Pupils. | |
| | | 1870-71 | 1871-72 | 1870-71 | 1871-72 | 1870-71 | 1871-72 | 1870-71 | 1871-72 | 1870-71 | 1871-72 | 1870-71 | 1871-72 | 1870-71 | 1871-72 | 1870-71 | 1871-72 |
| HARDUI DISTRICT. | | | | | | | | | | | | | | | | | |
| Pihání, .. | 7,582 | 3 | 4 | 92 | 89 | 1 | 1 | 112 | 141 | 7 | 3 | 34 | 8 | 11 | 8 | 238 | 238 |
| Gopamaú, .. | 5,949 | .. | .. | .. | .. | 1 | 1 | 65 | 76 | 6 | 3 | 35 | 10 | 7 | 4 | 100 | 86 |
| Bilgrám, ... | 11,534 | 1 | 1 | 161 | 212 | .. | .. | .. | .. | 10 | 10 | 64 | 20 | 11 | 11 | 225 | 232 |
| Sandí, .. | 11,123 | .. | .. | .. | .. | 1 | 1 | 100 | 110 | 6 | 3 | 43 | 21 | 7 | 4 | 143 | 131 |
| Sháhábád, .. | 18,254 | 1 | 1 | 266 | 287 | .. | .. | .. | .. | 10 | 11 | 78 | 140 | 11 | 12 | 344 | 427 |
| Páli, .. | 5,122 | 1 | 1 | 56 | 60 | .. | .. | .. | .. | 6 | .. | 40 | .. | 7 | 1 | 96 | 60 |
| Harduí, .. | 6,415 | 1 | 1 | 187 | 234 | .. | .. | .. | .. | .. | .. | .. | .. | 1 | 1 | 187 | 234 |
| Sandilá, .. | 15,511 | 1 | 1 | 169 | 301 | .. | .. | .. | .. | 18 | 11 | 108 | 76 | 19 | 12 | 277 | 377 |
| Mallawan, .. | 11,670 | .. | .. | .. | .. | 1 | 1 | 134 | 125 | .. | 4 | .. | 81 | 1 | 5 | 134 | 206 |
| KHERI DISTRICT. | | | | | | | | | | | | | | | | | |
| Kheri, .. | 5,840 | 1 | 1 | 158 | 169 | .. | .. | .. | .. | .. | .. | .. | .. | 1 | 1 | 158 | 169 |
| Muhammadi, .. | 6,161 | 2 | 2 | 137 | 160 | .. | .. | .. | .. | .. | 2 | .. | 10 | 2 | 4 | 137 | 170 |
| SÍTÁPUR DISTRICT. | | | | | | | | | | | | | | | | | |
| Khairabád, .. | 15,677 | 1 | 1 | 26 | 60 | 1 | 1 | 80 | 69 | .. | 2 | .. | 9 | 2 | 4 | 106 | 131 |
| Mahmúdábád, .. | 6,329 | .. | .. | .. | .. | 1 | 1 | 138 | 142 | .. | .. | .. | .. | 1 | 1 | 138 | 142 |
| Sítápur, .. | 5,780 | 1 | 1 | 214 | 247 | .. | .. | .. | .. | 3 | .. | 56 | .. | 4 | 1 | 270 | 247 |
| Pír Nagar, .. | 5,790 | 1 | 1 | 84 | 32 | .. | .. | .. | .. | 1 | .. | 9 | .. | 2 | 1 | 93 | 32 |
| Paintepúr, .. | 5,117 | .. | .. | .. | .. | 1 | 1 | 71 | 74 | .. | 2 | .. | 9 | 1 | 3 | 71 | 83 |
| Laharpúr, .. | 10,989 | .. | .. | .. | .. | 1 | 1 | 125 | 120 | .. | 2 | .. | 9 | 1 | 3 | 125 | 129 |

# APPENDIX G.

## Curriculum of Studies for the Normal School for Masters.

ONE YEAR'S COURSE.

URDÚ SIDE.—*1st class.*—(For the Town School Course).

| | | |
|---|---|---|
| A. Language. | | |
| PERSIAN. | *Prose.* | Nigar Danish, being Abúl-Fuzl's edition of Ayar-í-Danish, which is an adaptation of Anwar-i-Soheilí. |
| | *Poetry.* | The Bostan, chapters IV and VII. |
| | *Grammar.* | By Nisár Alí. |
| | *Composition.* | Letter writing. |
| URDÚ. | *Poetry.* | The Departmental Urdú Anthology. |
| | *Grammar.* | Ashraf-úl-Quwánín until the Departmental Grammar is ready, (Revision). |
| | *Composition.* | Letter writing. |
| HINDÍ. | *Prose.* | Bhárut Khand ka Itihas, 1st half, Bhoj Prabandhsar, omitting the shlokes. |
| | *Poetry.* | Selections. |
| | *Grammar.* | The Departmental Grammar. |
| | *Composition and Spelling.* | Letter writing in a simple style, and writing from dictation. |

C. GENERAL KNOWLEDGE.

(1). *History of India.*—The whole.

(2). *Geography.*—Clift's Geography (revision) map drawing.

(3). *The Terrestrial Globe.*—Simple problems. Selections from Keith Johnston will be prepared, and form a supplement to the third part of Geography.

(4). *Natural Philosophy.*—Elementary statics and dynamics. The outlines of astronomy, easy problems.

*B.* *Mathematics.*—(1). Arithmetic (the whole).
(2). Algebra to simple equations.
(3). Euclid three books.
(4). Surveying (plane table).
(5). Mensuration (plane surfaces).

*D.* *Method.*—The Manual for Town Schools, outlines of lessons on various subjects, and practical instructions.

It will be the aim of the teachers to finish at least half the above course by the time the pupils have been six months in this class.

54. *2nd class.*—For village teachers and for students under training for the Town School Master's class.

SIX MONTHS' COURSE.

A. Language.

*Urdú.*—Selections from Urdú Poetry, 2nd part.

*Grammar.*—Ashraf-úl-Quwánín until the Departmental Grammar is prepared. The whole.

*Composition.*—Letter writing, and writing from dictation.

*Persian.*—Letter Writer, being selections from the letters of the Emperor Alamgir.
Translation into Urdú and *Vice Versá.*
The elements of Persian Grammar will be explained orally.

*Hindí.*—Vidyánkur.

*Grammar.*—Bhasha Tatva-dipika. The men will be taught to parse, and Hindí Grammatical terms will be explained and compared with those used in Urdú Grammar.

C. General knowledge.

*History of India.*—The whole.

*Geography.*—Clift's Geography and map drawing.

*Natural Philosophy.*—Elementary mechanics.

B. Mathematics.

*Arithmetic.*—*Interest* (simple), Vulgar and Decimal Fractions, and somewhat difficult questions in proportion. Mensuration of plane surfaces.
Plane table surveying.

D. Method.

*School management.*—The Manual for Village School Masters.

SIX MONTHS' COURSE.

*3rd class.*—For Village School Masters, probationary students.

A Language.

URDÚ.
- Tálim-ul-Mubtadi (selected chapters with incidental allusions).
- Haqaiq-ul-Moujudat, and selections from Urdú Poetry, 1st part.
- *Grammar.*—Ashraf-úl-Quwánín to the pronouns inclusive (26 pages).
- Writing from dictation.

PERSIAN.
- The same letter writer as in the 2nd class, 1st half.
- Writing from dictation.

HINDÍ.
- Letter writer.
- Parts of speech.
- Dictation.

*Arithmetic.*—To proportion, including compound rules. Only such questions will be given as do not involve the use of fractions. B. Mathematics.

*History of India.*—Hindú period with some account of the rise of the Mahomedan power. C. General knowledge.

*Geography.*—The Map of Oudh, and outlines of the Map of the World, taught orally. The use of the scale, and the cardinal points of any map, and the differences of projection should be explained with proofs of the rotundity of the earth.

ONE YEAR'S COURSE.

55. HINDÍ SIDE.—*1st class.*—For Town School Masters.

SANSKRIT.—The Hitopadesha, selected chapters—Rupaoli, *derivations,* and rules of Sandhi. A. Language.

HINDÍ.
- *Poetry.*—Ramayan Aranya Kand.
- *Prose.*—Prem Ságar, selections only, when the pupils have read at least half the Aranya Kand.
- *Grammar.*—The Departmental Grammar with exercises in parsing.
- Letter writing, and writing from dictation.

URDÚ.
- *Prose.*—Wakiát Hind, the whole.
- *Poetry.*—Selections, part 2.
- *Grammar.*—Ashraf-úl-Quwánín.
- Writing from dictation.

As in the 1st class, Urdú side, Hindí versions of the text-books being used. B. Mathematics.

Ditto, Ditto, Ditto. C. General knowledge.

As in the 1st class, Urdú side, the Manual for Town Schools will, however, not be taught in Hindí, but in Urdù. D. Method.

SIX MONTHS' COURSE.

56. *2nd class.*—For Village School Masters.

HINDÍ.
- Bhoj Prabandhsar. Selections from Hindí Poetry. Until these selections are prepared the Kiskinda Kánd may be read.
- *Grammar.*—The Departmental Grammar. A. Language.
- Letter writing.
- Writing from dictation.

URDÚ.
- Haqaiq-ul Moujudat.
- Writing from dictation.
- *Grammar.*—Ashraf-úl-Quwánín, until the Departmental Grammar is ready.

B Mathematics. As in 2nd class of the Urdú side, only Hindí versions of the text books will be used.

C General knowledge. Ditto, Ditto, Ditto.

D. Method. *School management.*—The Manual for Village School Masters in Hindí.

SIX MONTHS' COURSE.

57. *3rd class.*—For probationary students and village school Masters.

A Language. HINDÍ.—Vidyánkur.

*Grammar.*—To the pronouns.

Writing from dictation.

URDÚ.—Letter Writer.

*Grammar.*—To the pronouns.

Writing.—Dictation.

B Mathematics. As in the 3rd Class Urdú side, only Hindí versions of the text books will be used.

C. General knowledge. Ditto, Ditto, Ditto.

58. Time tables for each class will be prepared both in English and the Vernacular, and a general time table will also be prepared, showing the work of each master for every school hour in the day.

59. The half-yearly examination of the Normal school will usually take place in September, and the Annual Examination in March.

COLIN BROWNING, M. A.,
*Director of Public Instruction, Oudh.*

# APPENDIX. II.

## Classification or Standards of all pupils in Government and Aided Schools adopting the prescribed Curricula, and submitting to Departmental Examinations (A.—I.)

*(A).—Government Schools of the Higher Class, Zil'a Schools.*

| Name of Schools. | | Number of pupils in classes | | | | | | | | Total. |
|---|---|---|---|---|---|---|---|---|---|---|
| | | I. | II. | III. | IV. | V. | VI. | VII. | VIII | |
| Faizabad, ... ... ... | 1870-71, | 17 | 29 | 51 | 50 | 28 | 75 | 133 | 134 | 517 |
| | 1871-72, | 15 | 36 | 56 | 47 | 50 | 86 | 121 | 182 | 593 |
| Gonda, ... ... ... | 1870-71, | 5 | 14 | 21 | 29 | 30 | 60 | 87 | 67 | 313 |
| | 1871-72, | 14 | 14 | 28 | 31 | 28 | 74 | 61 | 70 | 320 |
| Bharaich, ... ... ... | 1870-71, | ... | 4 | 10 | 14 | 13 | 17 | 81 | 72 | 211 |
| | 1871-72, | 5 | 5 | 10 | 10 | 11 | 70 | 54 | 113 | 278 |
| Rái Barelí, ... ... ... | 1870-71, | 6 | 20 | 17 | 28 | 27 | 19 | 45 | 69 | 231 |
| | 1871-72, | 13 | 13 | 25 | 30 | 22 | 25 | 59 | 75 | 262 |
| Sultánpur, ... ... ... | 1870 71, | 6 | 12 | 17 | 14 | 23 | 23 | 37 | 36 | 168 |
| | 1871-72, | 11 | 15 | 14 | 15 | 22 | 41 | 22 | 55 | 195 |
| Pratábgarh, ... ... ... | 1870-71, | ... | ... | 11 | 15 | 22 | 20 | 34 | 28 | 130 |
| | 1871-72, | ... | 6 | 7 | 21 | 19 | 34 | 26 | 45 | 158 |
| Bára Banki. ... ... | 1870-71, | 9 | 14 | 14 | 17 | 16 | 23 | 54 | 100 | 247 |
| | 1871-72, | 11 | 19 | 18 | 23 | 22 | 40 | 76 | 89 | 298 |
| Unáo, ... ... ... | 1870-71, | 8 | 14 | 19 | 10 | 22 | 31 | 42 | 104 | 250 |
| | 1871-72, | 10 | 10 | 16 | 22 | 33 | 56 | 56 | 79 | 282 |
| Sítápur, ... ... ... | 1870-71, | 8 | 16 | 13 | 16 | 15 | 24 | 39 | 83 | 214 |
| | 1871-72, | 6 | 11 | 12 | 12 | 29 | 20 | 71 | 146 | 307 |
| Hardui, .. ... ... | 1870-71, | 9 | 15 | 23 | 16 | 14 | 16 | 19 | 75 | 187 |
| | 1871-72, | 13 | 20 | 23 | 16 | 17 | 57 | 30 | 58 | 234 |
| Lakhimpur, .. ... | 1870-71 | 6 | 9 | 11 | 11 | 11 | 21 | 42 | 47 | 158 |
| | 1871-72, | 9 | 6 | 7 | 7 | 14 | 42 | 24 | 60 | 169 |
| Total, ... ... | 1870-71, | 74 | 147 | 207 | 220 | 221 | 329 | 613 | 815 | 2,626 |
| | 1871-72, | 107 | 155 | 216 | 234 | 267 | 515 | 600 | 972 | 3,096 |
| Increase, ... ... ... ... | | 33 | 8 | 9 | 14 | 46 | 216 | ... | 157 | 470 |
| Decrease, ... ... ... | | ... | ... | ... | ... | ... | ... | 13 | ... | ... |

# APPENDIX H.—(*Continued.*)

(*B.*) *Government Schools of the Middle Class (Anglo Vernacular Town Schools).*

| District. | Names of Institutions. | | Number of pupils in Classes | | | | | | | | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Extra Class, or 3rd Class of the Zi'la School Curriculum | I. | II. | III. | IV. | V. | VI. | Total. | |
| Bara Banki, .. | Darriábád, .. | 1870-71. | | 10 | 17 | 24 | 29 | 67 | .. | 147 | |
| | | 1871-72. | | 13 | 16 | 28 | 21 | 20 | 40 | 138 | |
| | Rudaulí, .. | 1870-71. | | 7 | 8 | 12 | 26 | 29 | .. | 82 | |
| | | 1871-72. | | 9 | 10 | 19 | 37 | 44 | 37 | 156 | |
| | Ramnagar, .. | 1870-71. | | 6 | 8 | 12 | 13 | 31 | .. | 70 | |
| | | 1871-72. | | 7 | .. | 12 | 19 | 37 | 47 | 122 | |
| | Haidargarh, .. | 1870-71. | | 11 | 7 | 17 | 18 | 29 | .. | 82 | |
| | | 1871-72. | | 8 | 11 | 14 | 18 | 31 | 24 | 106 | |
| Unáo, .. | Purwá, .. | 1870-71. | | 11 | 18 | 27 | 37 | 76 | .. | 169 | |
| | | 1871-72. | | 12 | 23 | 49 | 41 | 30 | 61 | 216 | |
| Sítápur, .. | Biswán, .. | 1870-71. | | 15 | 18 | 18 | 21 | 56 | .. | 128 | |
| | | 1871-72. | 10 | 15 | 13 | 16 | 22 | 84 | .. | 160 | |
| Hardui, .. | Sháhábad, .. | 1870-71. | | 11 | 23 | 22 | 97 | 113 | .. | 266 | |
| | | 1871-72. | | 14 | 27 | 39 | 68 | 53 | 86 | 287 | |
| | Bilgrám, .. | 1870-71. | | 13 | 16 | 14 | 52 | 66 | .. | 161 | |
| | | 1871-72. | | 15 | 15 | 25 | 60 | 38 | 59 | 212 | |
| | Sandílá, .. | 1870-71. | | 14 | 11 | 22 | 59 | 63 | .. | 169 | |
| | | 1871-72. | | 15 | 13 | 30 | 53 | 78 | 112 | 301 | |
| Kheri, .. | Muhammadí, ... | 1870-71. | | 15 | 18 | 18 | 26 | 43 | .. | 120 | |
| | | 1871-72. | | 32 | 20 | 25 | 25 | 24 | 34 | 160 | |
| | Golágokarn, .. | 1870-71. | | 5 | 9 | 14 | 19 | 42 | .. | 89 | |
| | | 1871-72. | | 5 | 12 | 13 | 26 | 49 | 84 | 189 | |
| Faizabad, .. | Akbarpur, .. | 1870-71. | | 17 | 12 | 14 | 35 | 22 | .. | 100 | |
| | | 1871-72. | 9 | 16 | 19 | 22 | 33 | 46 | 69 | 214 | |
| | Tandá, .. | 1870-71. | | 10 | 14 | 14 | 18 | 88 | .. | 144 | |
| | | 1871-72. | | 16 | 8 | 10 | 33 | 45 | 46 | 158 | |
| Gondá, .. | Atroulá, .. | 1870-71. | | 8 | 13 | 18 | 25 | 31 | .. | 95 | |
| | | 1871-72. | | 7 | 12 | 28 | 22 | 16 | 21 | 106 | |
| | Colonelganj, .. | 1870-71. | | 6 | 13 | 15 | 20 | 56 | .. | 110 | |
| | | 1871-72. | | .. | 14 | 22 | 37 | 69 | 84 | 226 | |
| | Nawábganj, .. | 1870-71. | | 6 | 7 | 10 | 39 | 66 | .. | 128 | |
| | | 1871-72. | | 5 | 10 | 10 | 21 | 18 | 26 | 90 | |
| Rái Barelí, .. | Jais, ... | 1870-71. | | 15 | 11 | 10 | 18 | 36 | .. | 90 | |
| | | 1871-72. | 9 | 13 | 8 | 11 | 31 | 27 | 28 | 127 | |
| | Inhoná, .. | 1870-71. | | 10 | 10 | 9 | 17 | 18 | .. | 64 | |
| | | 1871-72. | | 11 | 9 | 9 | 17 | 22 | 49 | 117 | |
| Lucknow, .. | Kakori, .. | 1870-71. | ... | .. | . | . | .. | .. | .. | .. | |
| | | 1871-72. | .. | 9 | 16 | 39 | 11 | 20 | .. | 95 | |
| | Total 18 Schools, | 1870-71. | .. | 190 | 233 | 290 | 569 | 932 | .. | 2214 | |
| | Total 19 Schools, | 1871-72. | 28 | 222 | 256 | 421 | 595 | 751 | 907 | 3180 | |

# APPENDIX H.—(*Continued.*)

## *C.—Government Schools of the Middle Class (V. T. Schools).*

| District. | Names of Institutions. | | Extra Class. | Number of pupils in Classes I. | II. | III. | IV. | V. | VI. | Total. | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Lucknow. | Model School, ... ... | 1870-71 | ... | ... | 21 | 13 | 19 | 40 | ... | 93 | |
| | | 1871-72 | ... | ... | 9 | 13 | 18 | 30 | 33 | 103 | |
| | Malihabád, ... ... ... | 1870-71 | 2 | 10 | 21 | 49 | 48 | 113 | ... | 243 | |
| | | 1871-72 | 5 | 14 | 19 | 51 | 61 | 69 | 82 | 301 | |
| | Amethí, ... ... ... | 1870-71 | ... | 11 | 7 | 22 | 21 | 52 | ... | 113 | |
| | | 1871 72 | 4 | 8 | 14 | 9 | 21 | 12 | 57 | 125 | |
| | Chouk School, ... ... | 1870-71 | 6 | 12 | 18 | 27 | 21 | 70 | ... | 149 | |
| | | 1871-72 | 5 | 10 | 10 | 24 | 35 | 40 | 60 | 184 | |
| | Mohanlálganj, ... ... | 1870-71 | ... | 12 | ... | 8 | ... | ... | ... | 20 | |
| | | 1871-72 | ... | 5 | ... | 15 | 12 | 24 | 22 | 78 | |
| | Kakori, ... ... ... | 1870-71 | ... | 12 | 9 | 11 | 22 | 24 | ... | 78 | |
| | | 1871-72 | ... | ... | ... | ... | ... | ... | ... | ... | |
| | Bijnour, ... ... ... | 1870-71 | ... | ... | 8 | 6 | 10 | 42 | ... | 66 | |
| | | 1871 72 | ... | ... | 9 | 10 | 16 | 17 | 7 | 59 | |
| | Muftiganj, ... ... ... | 1870-71 | ... | ... | 14 | 7 | 79 | ... | ... | 100 | |
| | | 1871-72 | ... | ... | ... | 6 | 21 | 19 | 18 | 64 | |
| | Mahbúbganj, ... ... | 1870-71 | ... | ... | 7 | 10 | 44 | ... | ... | 61 | |
| | | 1871-72 | ... | ... | 8 | 7 | 13 | 15 | 9 | 52 | |
| | Husainganj, ... ... | 1870-71 | ... | ... | ... | 25 | 42 | ... | ... | 67 | |
| | | 1871-72 | ... | ... | 14 | 25 | 14 | 9 | 8 | 70 | |
| | Naubastá, ... ... ... | 1870-71 | ... | ... | 9 | 7 | 49 | ... | ... | 65 | |
| | | 1871-72 | ... | ... | 10 | 11 | 17 | 13 | 16 | 67 | |
| | Rahimnagar, ... ... | 1870-71 | ... | 12 | 13 | 14 | 34 | ... | ... | 73 | |
| | | 1871-72 | ... | 7 | ... | 15 | 10 | 13 | 71 | 62 | |
| Bára Banki. | Kursí, ... ... ... | 1870-71 | 4 | 7 | 13 | 19 | 26 | 42 | ... | 111 | |
| | | 1871-72 | ... | 9 | 9 | 29 | 22 | 31 | 39 | 139 | |
| Unáo. | Safípúr, ... ... ... | 1870-71 | ... | 6 | 10 | 17 | 21 | 92 | ... | 146 | |
| | | 1871-72 | ... | 11 | 13 | 18 | 23 | 33 | 72 | 170 | |
| | Chamrouli, ... ... ... | 1870-71 | ... | 7 | 6 | 11 | 33 | 54 | ... | 111 | |
| | | 1871-72 | ... | 10 | 6 | 23 | 29 | 29 | 29 | 126 | |
| | Bíhár, ... ... ... | 1870-71 | ... | 6 | 12 | 15 | 20 | 43 | ... | 96 | |
| | | 1871-72 | ... | 6 | 12 | 18 | 22 | 30 | 9 | 97 | |
| | Bhagwantnagar, ... ... | 1870-71 | ... | 9 | 15 | 14 | 14 | 25 | ... | 77 | |
| | | 1871-72 | ... | 6 | 15 | 14 | 14 | 21 | 12 | 82 | |
| | Murádábád, ... ... | 1870-71 | ... | 6 | 9 | 8 | 9 | 34 | ... | 66 | |
| | | 1871-72 | ... | ... | 14 | 12 | 10 | 11 | 28 | 75 | |
| | Moráwan, ... ... ... | 1870-71 | ... | 4 | 11 | 21 | 23 | 47 | ... | 106 | |
| | | 1871-72 | ... | 9 | 7 | 12 | 23 | 16 | 39 | 106 | |
| | Bíthar, ... ... ... | 1870-71 | ... | 5 | 8 | 9 | 24 | 49 | ... | 95 | |
| | | 1871-72 | ... | 4 | 19 | 22 | 31 | 28 | 14 | 118 | |
| | Mohan No. I., ... ... | 1870-71 | ... | ... | ... | ... | ... | ... | ... | ... | |
| | | 1871-72 | ... | ... | ... | ... | ... | ... | ... | ... | |
| | Bangarmaú, ... ... | 1870-71 | ... | ... | 7 | 12 | 14 | 27 | ... | 60 | |
| | | 1871-72 | ... | ... | 9 | 13 | 10 | 16 | 41 | 89 | |
| | Mohan No. II., ... ... | 1870-71 | ... | ... | ... | ... | ... | ... | ... | ... | |
| | | 1871-72 | ... | ... | ... | ... | ... | ... | ... | ... | |
| | Mohan, ... ... ... | 1870-71 | ... | ... | ... | ... | ... | ... | ... | ... | |
| | | 1871-72 | ... | 10 | 17 | 45 | 61 | 29 | 47 | 209 | |
| | Nawalganj, ... ... ... | 1870-71 | ... | ... | ... | ... | ... | .. | ... | ... | |
| | | 1871-72 | ... | 8 | 11 | 36 | 28 | 12 | 51 | 146 | |
| | Neotni, ... ... ... | 1870-71 | ... | ... | ... | ... | ... | ... | ... | ... | |
| | | 1871-72 | ... | 4 | 6 | 10 | 10 | 6 | 26 | 62 | |
| Sítápur. | Misrikh, ... ... ... | 1870-71 | ... | 7 | 13 | 11 | 23 | 31 | .. | 85 | |
| | | 1871-72 | ... | 13 | 10 | 16 | 19 | 9 | 27 | 94 | |
| | Barí, ... ... ... | 1870-71 | ... | 7 | 10 | 11 | 16 | 16 | ... | 60 | |
| | | 1871-72 | .. | 7 | 12 | 14 | 23 | 11 | 51 | 118 | |
| Hardui. | Báwan, ... ... ... | 1870-71 | ... | ... | 11 | 15 | 22 | 47 | ... | 95 | |
| | | 1871-72 | ... | ... | 8 | 9 | 28 | 15 | 13 | 73 | |
| Faizabad. | Nagpúr Jalalpúr, ... ... | 1870-71 | ... | 8 | 17 | 14 | 24 | 24 | ... | 87 | |
| | | 1871-72 | 5 | 13 | 12 | 12 | 11 | 20 | 16 | 89 | |
| Bharnich. | Nánpárá, ... ... ... | 1870-71 | ... | 4 | 10 | 15 | 35 | 10 | ... | 74 | |
| | | 1871-72 | ... | 5 | 7 | 15 | 24 | 6 | 11 | 68 | |
| Rái Barelí. | Salon, ... ... ... | 1870-71 | ... | ... | 7 | 9 | 34 | 26 | ... | 76 | |
| | | 1871-72 | ... | 7 | 7 | 13 | 23 | 21 | 22 | 93 | |
| Sultánpur, | Jagdispúr, ... ... ... | 1870-71 | ... | 6 | 7 | 8 | 12 | 10 | ... | 43 | |
| | | 1871-72 | ... | 4 | 9 | 12 | 25 | 28 | 9 | 87 | |
| Pratábgarh. | Bihár, ... ... ... | 1870-71 | ... | 5 | 6 | 10 | 13 | 17 | ... | 51 | |
| | | 1871-72 | ... | ... | 9 | 13 | 10 | 16 | 24 | 72 | |
| | Patti, ... ... ... | 1870-71 | ... | 23 | 8 | 14 | 28 | 15 | ... | 88 | |
| | | 1871-72 | 6 | 7 | 10 | 9 | 25 | 22 | 28 | 107 | |
| | Mánikpúr, ... ... ... | 1870-71 | ... | 3 | 13 | 12 | 13 | 13 | ... | 54 | |
| | | 1871-72 | ... | 13 | 5 | 8 | 10 | 12 | 21 | 69 | |
| | Total, ... | 33 Schools, ... 1870-71 | 12 | 182 | 315 | 444 | 793 | 963 | ... | 2,709 | |
| | | 33 Schools, ... 1871-72 | 25 | 190 | 320 | 559 | 719 | 683 | 958 | 3.454 | |

# APPENDIX H.—(*Continued.*)

*(D.) Government Schools of the Lower Class (Village Schools.)*

| District. | Year. | Total number of Schools. | Number of pupils in class I. | II. | III. | IV. | V. | Total. | Average number of pupils on rolls. | Average daily attendance. | Percentage of attendance | Fees collected. | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | Rs. | |
| Lucknow, | 1870-71 | 39 | 208 | 354 | 541 | 1,121 | ... | 2,224 | 2,110 | 1,563 | 73 | 379 | |
| | 1871-72 | (*a*) 52 | 183 | 416 | 444 | 474 | 582 | 2,099 | 2,117 | 1,438 | 68 | 362 | (*a*) Includes 14 branches. |
| Bára Banki, | 1870-71 | 68 | 293 | 485 | 701 | 1,350 | ... | 2,829 | 2,529 | 1,960 | 78 | 632 | |
| | 1871-72 | 90 | 378 | 494 | 789 | 1,247 | 981 | 3,889 | 3,236 | 2,555 | 79 | 822 | |
| Unáo, ... | 1870-71 | 64 | 227 | 416 | 566 | 1,558 | ... | 2,797 | 2,706 | 2,081 | 76 | 490 | |
| | 1871-72 | 62 | 224 | 401 | 519 | 580 | 1,064 | 2,788 | 2,756 | 2,184 | 79 | 477 | |
| Sítápur, ... | 1870-71 | 54 | 101 | 427 | 500 | 1,338 | ... | 2,366 | 2,210 | 1,748 | 79 | 660 | |
| | 1871-72 | (*b*) 107 | 237 | 475 | 611 | 836 | 1,411 | 3,603 | 2,822 | 2,335 | 83 | 730 | (*b*) Includes 33 branches. |
| Hardui, ... | 1870-71 | 72 | 261 | 500 | 696 | 1,787 | ... | 3,214 | 2,983 | 2,405 | 81 | 935 | |
| | 1871-72 | 83 | 325 | 514 | 697 | 803 | 1,179 | 3,518 | 3,308 | 2,661 | 80 | 1,156 | |
| Kheri, ... | 1870-71 | 12 | 12 | 78 | 117 | 260 | ... | 467 | 445 | 372 | 83 | 142 | |
| | 1871-72 | 51 | 10 | 98 | 168 | 397 | 1,059 | 1,732 | 1,493 | 1,197 | 80 | 182 | |
| Faizabad, ... | 1870-71 | 51 | 214 | 441 | 533 | 848 | ... | 2,036 | 1,759 | 1,368 | 78 | 657 | |
| | 1871-72 | (*c*) 81 | 229 | 368 | 593 | 623 | 929 | 2,742 | 2,317 | 1,774 | 77 | 706 | (*c*) Includes 13 branches. |
| Gonda, ... | 1870-71 | 1 | 7 | 0 | 10 | 18 | ... | 35 | 29 | 23 | 80 | 3 | |
| | 1871-72 | 35 | 0 | 2 | 96 | 260 | 1,028 | 1,386 | 768 | 670 | 87 | 45 | |
| Baraich, ... | 1870-71 | 39 | 42 | 197 | 371 | 708 | ... | 1,318 | 1,177 | 907 | 77 | 671 | |
| | 1871-72 | (*d*) 59 | 134 | 240 | 342 | 425 | 743 | 1,884 | 1,550 | 1,188 | 76 | 605 | (*d*) Includes 13 branches. |
| Rái Bareli, | 1870-71 | 62 | 237 | 420 | 613 | 983 | ... | 2,253 | 2,159 | 1,617 | 75 | 402 | |
| | 1871-72 | 70 | 285 | 510 | 751 | 747 | 962 | 3,255 | 2,628 | 2,000 | 77 | 391 | |
| Sultánpur, | 1870-71 | 59 | 175 | 379 | 527 | 986 | ... | 2,067 | 1,871 | 1,392 | 74 | 546 | |
| | 1871-72 | 69 | 189 | 385 | 591 | 630 | 616 | 2,411 | 2,166 | 1,592 | 73 | 543 | |
| Pratábgarh, | 1870-71 | 54 | 120 | 278 | 386 | 850 | ... | 1,634 | 1,467 | 1,126 | 77 | 136 | |
| | 1871-72 | 61 | 215 | 378 | 497 | 483 | 645 | 2,218 | 1,915 | 1,452 | 76 | 164 | |
| Total, ... | 1870-71 | 575 | 1,897 | 4,005 | 5,561 | 11,807 | ... | 23,270 | 21,445 | 16,562 | 77 | 5,653 | |
| | 1871-72 | 747 | 2,409 | 4,281 | 6,098 | 7,505 | 11,232 | 31,525 | 27,076 | 21,046 | 78 | 6,186 | |

# APPENDIX H.—(*Continued.*)

*(E.) Anglo-Vernacular Higher Class Aided Schools, under the management of the Department.*

| Names of Institutions. | | Classification. | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | I. | II. | III. | IV. | V. | VI. | VII. | VIII. | Persian Department. | Sanskrit Department. | Total. | |
| Balrampur, | 1870-71. | 5 * | 5 | 10 | 11 | 11 | 17 | 25 | 55 | 8 | 8 | 155 | * Includes 2 pupil teachers. |
| | 1871-72 | 6 | .. | 15 | 21 | 22 | 32 | 41 | 63 | .. | .. | 200 | |

# APPENDIX H.—(*Continued.*)

*(F.) Anglo-Vernacular Middle Class Aided Schools under the management of the Department.*

| Names of Institutions. | | Classification. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Extra class. | I. | II. | III. | IV. | V. | VI. | Total. | |
| Ajudhya, .. .. | 1870-71 | .. | 11 | 11 | 15 | 22 | 16 | 48* | 123 | * These pupils belongs the Sanskrit Department. |
| | 1871-72 | .. | 11 | 13 | 27 | 12 | 13 | 48* | 124 | |
| Zaidpur, .. .. | 1870-71 | .. | 7 | 7 | 11 | 14 | 32 | .. | 71 | |
| | 1871-72 | .. | 4 | 4 | 9 | 13 | 11 | 20 | 61 | |
| Tatahpur, .. .. | 1870-71 | .. | 7 | 14 | 10 | 13 | 31 | .. | 75 | |
| | 1871-72 | .. | 12 | 9 | 12 | 18 | 44 | 12 | 107 | |
| Mallawn, .. .. | 1870-71 | .. | 11 | 19 | 16 | 24 | 64 | .. | 134 | |
| | 1871-72 | .. | 12 | 20 | 19 | 24 | 31 | 19 | 125 | |
| Mahmudabad, .. .. | 1870-71 | .. | 6 | 8 | 11 | 35 | 78 | .. | 138 | |
| | 1871-72 | .. | 4 | 7 | 19 | 42 | 37 | 33 | 142 | |
| Akouna, .. .. | 1870-71 | .. | .. | 4 | 11 | 19 | 21 | .. | 55 | |
| | 1871-72 | .. | .. | 8 | 14 | 12 | 12 | 80 | 126 | |
| Boundi, .. ... | 1870-71 | .. | .. | 7 | 13 | 28 | 22 | .. | 70 | |
| | 1871-72 | .. | 5 | 9 | 25 | 22 | 49 | 113 | 223 | |
| Total 7 Schools, .. | 1870-71 | .. | 42 | 70 | 87 | 155 | 264 | 48 | 666 | |
| | 1871-72 | .. | 48 | 70 | 125 | 143 | 197 | 325 | 908 | |

# APPENDIX H.—(*Continued.*)

*(G.) Vernacular Middle Class Aided Schools under the management of the Educational Department.*

| Names of Institutions. | | Classification. | | | | | | | Total. |
|---|---|---|---|---|---|---|---|---|---|
| | | Extra Class | I. | II. | III. | IV. | V. | VI. | |
| Gopamow, .. .. .. | 1870-71. | .. | 6 | 7 | 11 | 14 | 27 | .. | 65 |
| | 1871-72. | .. | 4 | 11 | 7 | 8 | 46 | .. | 76 |
| Pihani, .. .. .. | 1870-71. | .. | 4 | 13 | 18 | 27 | 50 | .. | 112 |
| | 1871-72. | .. | 7 | 13 | 21 | 32 | 24 | 44 | 141 |
| Sandi, .. .. .. | 1870-71. | .. | 7 | 6 | 14 | 26 | 47 | .. | 100 |
| | 1871-72. | .. | 9 | 8 | 14 | 30 | 22 | 27 | 110 |
| Mahona, .. .. .. | 1870-71. | .. | 8 | 14 | 20 | 20 | 74 | .. | 136 |
| | 1871-72. | .. | 11 | 10 | 15 | 36 | 21 | 45 | 138 |
| Shankarpur Sarai, .. .. | 1870-71. | .. | .. | 9 | 11 | 12 | 22 | .. | 54 |
| | 1871-72. | .. | .. | 9 | 12 | 12 | 13 | 12 | 58 |
| Machhrahta, .. .. .. | 1870-71. | .. | .. | 9 | 11 | 18 | 36 | .. | 74 |
| | 1871-72. | .. | .. | 12 | 14 | 25 | 19 | 30 | 100 |
| Tambor, .. .. .. | 1870-71. | 7 | 6 | 6 | 11 | 4 | 28 | .. | 62 |
| | 1871-72. | 9 | 5 | 7 | 7 | 12 | 9 | 19 | 68 |
| Laharpur, .. .. .. | 1870-71. | .. | .. | 13 | 19 | 27 | 66 | .. | 125 |
| | 1871-72. | .. | 14 | 11 | 17 | 31 | 29 | 18 | 120 |
| Paintepur, .. .. .. | 1870-71 | .. | 7 | 8 | 14 | 11 | 31 | .. | 71 |
| | 1871-72. | .. | 7 | 6 | 18 | 26 | 10 | 7 | 74 |
| Hargaon, .. .. .. | 1870-71. | .. | 5 | 9 | 6 | 19 | 36 | .. | 75 |
| | 1871-72. | .. | 14 | 5 | 12 | 14 | 6 | 19 | 70 |
| Nimsar, .. .. .. | 1870-71. | .. | .. | 6 | 6 | 22 | 33 | .. | 67 |
| | 1871-72. | .. | .. | 6 | 9 | 19 | 13 | 17 | 64 |
| Maharajnagar, .. .. | 1870-71. | .. | 7 | 5 | 14 | 12 | 32 | .. | 70 |
| | 1871-72. | .. | 5 | 9 | 10 | 16 | 8 | 12 | 60 |
| Qutabnagar, .. .. .. | 1870-71. | .. | .. | 11 | 10 | 13 | 31 | .. | 65 |
| | 1871-72. | .. | 6 | 9 | 11 | 9 | 14 | 34 | 83 |
| Baragaon, .. .. .. | 1870-71. | .. | .. | 5 | 10 | 10 | 32 | .. | 57 |
| | 1871-72. | .. | .. | 9 | 15 | 7 | 14 | 14 | 59 |
| Paraspur, .. .. .. | 1870-71. | .. | 7 | 15 | 16 | 24 | 33 | .. | 95 |
| | 1871-72. | .. | 14 | 15 | 14 | 43 | 47 | 120 | 253 |
| Begamganj, .. .. .. | 1870-71. | .. | .. | .. | 9 | 19 | 32 | .. | 60 |
| | 1871-72. | .. | .. | 7 | 6 | 24 | 11 | 21 | 69 |
| Total 16 Schools. .. .. | 1870-71. | 7 | 57 | 136 | 200 | 278 | 610 | .. | 1,288 |
| | 1871-72. | 9 | 96 | 147 | 202 | 311 | 306 | 439 | 1,543 |

# APPENDIX H.—(*Continued.*)

*(II.) Vernacular Lower Class Aided Schools under the management of the Department.*

| Names of Institutions. | | Classification. | | | | | |
|---|---|---|---|---|---|---|---|
| | | I. | II. | III. | IV. | V. | Total. |
| Sikandrabad, .. .. .. .. | 1870-71 | ... | 14 | 8 | 21 | ... | 43 |
| | 1871-72 | 5 | 9 | 15 | 16 | 59 | 104 |
| Aliganj, .. .. .. .. | 1870-71 | 10 | 15 | 20 | 35 | ... | 80 |
| | 1871-72 | ... | 6 | 13 | 3 | 22 | 44 |
| Kahmara, .. .. .. .. | 1870-71 | ... | 7 | 8 | 42 | ... | 57 |
| | 1871-72 | 6 | 13 | 12 | 16 | 34 | 81 |
| Dhowrehra, .. .. .. .. | 1870-71 | ... | 6 | 6 | 13 | ... | 25 |
| | 1871-72 | ... | ... | 5 | 8 | 24 | 37 |
| Nawabganj Aliabad, .. .. .. | 1870-71 | ... | 10 | 10 | 30 | ... | 50 |
| | 1871-72 | 5 | 7 | 10 | 15 | 10 | 47 |
| Total 5 schools, .. .. .. | 1870-71 | 10 | 52 | 52 | 141 | ... | 255 |
| | 1871-72 | 16 | 35 | 55 | 58 | 149 | 313 |

# APPENDIX H.—(*Continued.*)

*(I) Vernacular Lower Class Non-Aided Schools under the management of the Department.*

| Names of Institutions. | | Classification. | | | | | | Remarks. |
|---|---|---|---|---|---|---|---|---|
| | | I. | II. | III. | IV. | V. | Total. | |
| Barwar, ... ... ... ... ... | 1870-71 | 4 | 12 | 11 | 30 | ... | 57 | |
| | 1871-72 | 8 | 13 | 10 | 23 | 114 | 168 | |
| Pasgawan, ... ... ... ... ... | 1870-71 | 7 | 6 | 6 | 21 | ... | 40 | |
| | 1870-71 | 5 | 10 | 11 | 7 | 86 | 119 | |
| Aurangabad, ... ... ... ... ... | 1870-71 | 6 | 13 | 32 | 19 | ... | 70 | |
| | 1871-72 | 20 | 27 | 13 | 61 | 92 | 213 | |
| Paila, ... ... ... ... ... | 1870-71 | ... | 6 | 6 | 13 | ... | 25 | |
| | 1871-72 | 3 | 6 | 6 | 7 | 4 | 26 | |
| Palia, ... ... ... ... ... | 1870-71 | ... | 8 | 10 | 34 | ... | 52 | |
| | 1871-72 | ... | ... | 7 | 8 | 38 | 53 | |
| Total 5 schools ... ... | 1870-71 | 17 | 45 | 65 | 117 | ... | 244 | |
| | 1871-72 | 36 | 56 | 47 | 106 | 334 | 579 | |

# APPENDIX I.

## Correspondence Regarding Army Schools.

### No. 343.

FROM

E. C. BAYLEY, ESQUIRE, C. S. I.,

*Secretary to the Government of India.*

To

THE CHIEF COMMISSIONER OF OUDH.

*Dated, Simla, the 7th September,* 1871.

SIR,

I am directed to forward the accompanying copy of a letter addressed to the Adjutant General of the Army, relative to the establishment of schools in Native Regiments in the Bengal Army, and, with reference to paragraph 5, to say, that the Governor General in Council requests the Local Governments and Administrations to meet the wishes of the Military Department.

* No. 745, dated 26th August 1871.

2. In practice it will probably be found more convenient that Deputy Inspectors of Schools should conduct the periodical examinations and receive the authorized fees. It will be the duty of Inspectors of Schools to see that the Deputy Inspectors duly perform this work, and to receive from them the reports of each examination. These reports should then be forwarded in original, without copies being retained, to the Superintendent of Army Schools either through the Director of Public Instruction, or direct as you may see fit to order. Whenever any of these reports are printed by the Military Authorities, copies will be sent to the Local Government for information.

3. Timely notice will be given of the establishment of new regimental schools, so that it may be known what schools have to be examined in the following year.

4. In any case of a school not having been examined in the course of the year, full and satisfactory explanation should be afforded by the Educational Department.

I have &c.,

(Sd.) E. C. BAYLEY,

*Secretary to the Government of India.*

*From Colonel H. K. Burne, Secretary to the Government of India, Military Department, to the Adjutant General, dated Simla, the 26th August* 1871. *No.* 745.

The Right Honorable the Governor General in Council having fully considered the several proposals for Native Army Schools, which have from time to time been submitted to the Government of India, as well as the system of the schools which have been established in the Bombay Presidency, is pleased, in concurrence with the Right Honorable the Commander-in-Chief, to sanction the establishment of schools in Native Regiments in the Bengal Army on this system.

2. In furtherance of this decision the Governor General in Council is pleased to direct that the appointments of Munshis, Pandits, Maulavies, and Grantis, at present existing in Native Corps shall be gradually abolished, such men only being retained as are competent to teach under the scheme now authorized, and that, in lieu each regiment shall be allowed an English Master and a Vernacular Master, or two Vernacular Masters, at the option of the Officer commanding the Regiment, and as may be approved by the Commander-in-Chief, on the rates of pay shewn in the margin.

English Master from 8 to 20 Rs· Vernacular Master from 5 to 9 Rs, according to their class.

3. These masters should be appointed as the present class of Munshís, &c., becomes absorbed, and in no case is a corps to be allowed a double establishment, or to entertain Masters until such absorption has taken place.

4. His Excellency in Council is also pleased to sanction for each Regiment, an allowance of Rs. 5 per mensem for school sheds, as well as an allowance of Rs. 15 for school books and stationery.

5. With regard to the Superintendence of these schools, the Governor General in Council is of opinion that for the present, they should be under the Civil Inspectors of Schools of the Provinces, in which the Regiments may be serving, and that these officers should be granted a fee of a Gold Mohur for each examination or inspection held under their direction. The reports of these examinations or inspections should be forwarded to the Superintendent of Army schools for the information of the Commander-in-Chief, and the Superintendent of Army schools should receive an annual sum of Rs. 270 for the provison of a clerk and stationery for the extra duties which will devolve on him.

6. The Governor General in Council further sanctions the establishment of a Training Normal School at Umballa, proposed by His Excellency, at a cost of Rs. 175 per mensem.

7. I am, in conclusion, therefore, to request that the Commander-in-Chief may be moved to cause the gradual introduction of such schools, commencing with a few selected regiments not exceeding one-third of those under His Excellency's orders, and which are not to move for some time from their stations, and in which the system may have a fair trial. The Masters being, as has been suggested, supplied from the ranks, without causing an increase to the present establishment of regiments, in cases where the present Munshís are found to be incapable of teaching.

No. 4,327

*Dated Lucknow, 16th September,* 1871.

Ordered, that a copy of the foregoing with its annexure be forwarded to the Director of Public Instruction, Oudh, with the request that he will be good enough to make arrangements for carrying the wishes of Government into effect as occasion arises.

(Sd) F. BARROW,
*Offg. Jr. Secy. to Chief Commr., Oudh.*

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*From the Director of Public Instruction, Oudh, to the Inspectors of Schools, Eastern and Western Circles, Oudh, dated Lucknow, the* 21*st September,* 1871, *Educational Department, Nos.* 1,993 *and* 1,994.

PERIODICAL EXAMINATIONS OF ARMY SCHOOLS.

With reference to the enclosed copies of correspondence relating to the periodical Examination of Army Schools, requests the Inspectors will at once ascertain what Native Regiments are serving in their Circles, and will direct the Deputy Inspector of the District in which such Regiments are serving, to visit and report upon the regimental schools. These reports will be sent to the Director of Public Instruction. Each school should be provided with a minute book in which the Deputy Inspector may record his remarks for the benefit of the Commanding Officer. When Regimental schools exist at the Head Quarters of the Inspectors, then joint inspection should be made by the Inspector and Deputy Inspector together. All the usual points noted in Government schools should always be noted in Regimental schools. Curricula should be drawn up, the school regularly classified, and attendance registers kept. Of course the Inspectors can only *suggest* what curriculum should be followed, what classes instituted, and what register kept.

(Sd.) COLIN BROWNING, M. A.,
*Director of Public Instruction, Oudh.*

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*From the Director of Public Instruction, Oudh, to the Superintendent of Army Schools, Bengal Presidency, dated Lucknow, the* 22*nd September,* 1871, *No.* 2,018 *of* 1871-72.

I have the honor to forward a copy of my inspection report on the school of the 13th Bengal Cavalry, stationed at Lucknow. I have examined the school on two occasions, and it is now in excellent order. But funds are required. The master, thoroughly competent for primary instruction, and who might, if necessary, finish his education at the Umballa Normal or training school, is a Sawar and receives only 5 Rs. a month from the fine fund. He is acquainted with English, and is a remarkably intelligent man. Since under the orders of the Government of India, Military Department, No. 745, dated 26th ultimo, two masters, on pay varying from 5 to 20 Rs., are sanctioned for each selected Regi-

ment, and an allowance of 5 Rs. per mensem for school sheds, and 15 Rs. for books and stationery has also been granted, I strongly recommend that the XIII. Bengal Lancers be one of the Regiments selected for the trial of the new system. If help be given to this very promising school, a much larger attendance could be secured, and a special class opened for the children of Officers' servants and camp followers. The Cavalry Lines are some miles, four at least, from the nearest Government school.

2. In the letter from the Military Secretary sanctioning an establishment for regimental schools, the Bombay system is mentioned. As I am not entirely acquainted with that system, I should be much obliged if you would let me have an account of the Bombay Army schools, so that I may direct the attention of my Inspectors to the points that are to be observed.

3. It is very necessary that there should be a curriculum prescribed for all Army Schools, and I venture to suggest that the curriculum embrace surveying with the plane table and the use of the level. And in the highest class, selections from "The Field Service Handbook" or "the Soldier's Pocket Book," or any suitable Military manual might be taught. Picked students might also be instructed in map and plain drawing when practicable.

I have &c.,
(Sd.) COLIN BROWNING, M. A.,
*Director of Public Instruction, Oudh.*

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*From the Superintendent of Army Schools, to the Director of Public Instruction, Oudh, dated Kussowlie, the 28th September,* 1871, *No.* 889.

The undersigned has the honor to state that letter No. 2,018, dated 22nd September, has been transferred to the Adjutant General, this Office having no control over schools of the Native Army.

(Sd.) J. W. DUNN, CAPTAIN,
*Supdt. of Army Schools.*

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*From the Director of Public Instruction, Oudh, to the Secretary to Chief Commissioner, Oudh, Dated Lucknow, the* 13*th October,* 1871,—*No.* 2,357 *of* 1871-72.

I have the honor with reference to your endorsement No. 4,327, dated 16th ultimo, to forward copies of correspondence* regarding the inspection of Regimental Native Army Schools in Oudh. From this correspondence it will appear that the orders of the Government of India as communicated to the Adjutant General by the Secretary to the Government of India, Military Department, dated 26th August, have not yet been carried out. The present Superintendent of Army Schools in Bengal has no control over the Schools of the Native Regiments, and the Com-

* No. 282 dated 9th October 1871, with enclosure from the Officiating Inspector of Schools, Eastern Circle, Oudh
Docket No. 889 dated 28th September 1871, from the Superintendent of Army Schools, Bengal.

manding Officers of such Regiments have not yet received any instructions regarding the organization or inspection of their schools by Educational Officers.

I should be obliged if you would move the Chief Commissioner to address, through the proper channel, the Adjutant General on the subject of the re-organization of Native Army Schools. So soon as the necessary arrangements and orders have been made by the Military Authorities, the Inspectors of Circles will visit the Native Army Schools. But until that time the orders of the Government of India must remain in abeyance.

I have, &c.,

(Signed) COLIN BROWNING, M. A.,
*Director of Public Instruction, Oudh.*

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*Copy of a letter from Lieutenant Colonel H. N. Jerome, Assistant Adjutant General to the Secretary to the Chief Commissioner of Oudh. Dated Lucknow, 31st October,* 1871,—(*No* 150E).

In reply to your letter No. 4,874 dated 24th October 1871, received on the 30th instant, I am directed by the Major General Commanding the Division to state, that no instructions have yet been received from His Excellency the Commander-in-Chief on the subject referred to, and that until they are received, the Major General would not feel justified in disturbing existing regulations. Enclosures returned.

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No. 5,054.

*Dated, Lucknow, the 3rd November* 1871.

Order.

Ordered that a copy of the foregoing be forwarded to the Director of Public Instruction, in reply to his No. 2,357 dated 13th ultimo.

(By order),

(Sd.) N. M. HORSFORD,
*For Offg. Secy. to Chief Commissioner Oudh.*

# APPENDIX J.

## Prescribed Curricula for Government and Aided Schools (A.—E).

### (A). CURRICULUM.

FOR ANGLO-VERNACULAR ZIL'A SCHOOLS IN OUDH.

#### CLASS VIII.

| | | |
|---|---|---|
| A. LANGUAGE. | (1.) *Urdú.*—Reading. Mufíd-ul-Mubtadí, with explanation.<br>Writing. Copy on Takhtís the lessons in the Reader, and then write the same from dictation.<br>(2.) *Hindí.*—Reading. Baran Prakáshika, with explanation.<br>Writing. Copy on Takhtis the lessons in the Reader, and then write the same from dictation. | Maximum length of stay in each class. |
| B. ARITHMETIC. | *Figures to 1,00,000.*—Simple addition and subtraction.<br>*Tables.*—The multiplication table to 16. Fractional parts. (The multiplication table is on no account to be taught beyond 20). | SIX MONTHS. |

#### CLASS VII.

| | | |
|---|---|---|
| A. LANGUAGE. | (1.) *Urdú.*—Reading. T'alím-ul-Mubtadi (1st half year).<br>Mufíd-ul-Insha (2nd do).<br>Writing. Copy reading lessons on Takhtís, and then write the same from dictation.<br>(2.) *Hindí.*—Reading. Shikshávalí (1st half-year).<br>Patra Hitaishaní (2nd do).<br>Writing. Copy reading lessons on Takhtís, and then write the same from dictation. | |
| B. ARITHMETIC. | *Numeration and Notation.*—And the first four S. Rules, with exercises from Mabádí-ul-Hisáb, part I, or Ganit Prakash, part I. | |
| C. GENERAL KNOWLEDGE. | *Geography.*—The Map and Geograghy of Oudh. | ONE YEAR. |

#### CLASS VI.

| | | |
|---|---|---|
| A. LANGUAGE. | (1.) *English.*—Reading. Howard's Primer, with explanation.<br>Exercises from Baboo Mathura Prashád's Primer.<br>[Write out the translations and exercises neatly, on every Saturday]. | FIRST HALF YEAR. |
| | Howard's Second Book, part I, with explanation.<br>Exercises from "School Dialogues."<br>[Write out the translations and exercises neatly, on every Saturday]. | SECOND HALF YEAR. |
| | Writing. Copies on slates. (Capital letters, small letters, large and round hand sentences). Large and round hand copies, in copy-books. | |
| | (2.) *Urdú.*—Reading. Poetical Reader No. I, (1st half).<br>Writing. Dictation, letter writing, paraphrasing.<br>Grammar. Qawáid-i-Urdú, part II, or Departmental Grammar (Etymology). Easy parsing during the reading lesson. | |
| | (3.) *Hindí.*—Reading. Poetical Reader No. I, or Bhoj Prabandh Sár, omitting the Sanskrit.<br>Writing. Dictation, letter writing, paraphrasing.<br>Grammar. Bhasha Tatwa Dipika being the Departmental Grammar (Etymology). Easy parsing during the reading lesson. | |

B. ARITHMETIC. *Reduction*—And the compound rules; with exercises from Mabádí-ul-Ḥisáb, Zubdat-ul-Ḥisáb, &c., [English and vernacular figures].

Maximum length of stay in each class.

C. GENERAL KNOWLEDGE.
(1). *Geography.*—Awwal Jughráfiyyah or Bhugol Darpana [Asia] (orally or by book, as most convenient).
(2). *Elements of Natural Philosophy.*—Ḥaqáiḳ-ul-Moujúdát or Vidyánkur

ONE YEAR.

CLASS V.

A. LANGUAGE.
(1). *English.*—Reading. Pyárí Charan Sirkar's Reader, No. III,* (write out the translations neatly on Saturdays).

Writing. Large and small hand copies, in Copy-books. Dictation, translation into English, from T'alím-ul-Mubtadí or Shikshávalí.

Grammar. Grammatical Primer, page 1—26.

*Learn by heart. Chap. I.—6, 8, 14, and 16; Chap. II—16; Chap III - 6, 8, and 18; Omit Chaps. IV and V.

(2). *Urdú.*—Reading. Poetical Reader. No. I (2nd half). Writing. Letter writing paraphrasing, court-papers.

Grammar. Qawá'id-i-Urdú Part II, or Departmental Grammar (Syntax). Parsing during the reading lesson.

(3). *Hindí.*—Reading. Poetical Reader No.— or Extracts from Prem Ságar.

Writing. Letter-writing, paraphrasing, court-papers.

Grammar. Bhasha Tatwa Dipika being the Departmental Grammar (Syntax). Parsing during the reading lesson.

(4). *Persian.*—Reading. Gulzár-i-Dabistán, with explanation.

Writing. Dictation from the Reading-lesson.

Grammar. Ṣifwat-ul-Maṣádir. Declension of verbs on the black-board.

B. ARITHMETIC. Vulgar and decimal fractions, proportion, square root.

C. GENERAL KNOWLEDGE.
(1). *Geography.*—Awwal Jughráfiyyah or Bhogol Darpana (remainder) [important facts]. Map drawing on slates.
(2). *History.*—Wáqiáṭ-i-Hind or Bhárat Varshí Itihás (Jehángír).

ONE YEAR.

CLASS IV.

A. LANGUAGE.
(1). *English.*—Reading. Pyárí Charan's Reader, No. IV, including the list of prefixes and affixes at the end.*

Writing. Large, round, and small hand copies in copy books. Dictation.

Translation from Wáqiáṭ-i-Hind, or Bhárat Varshí Itihás into English.

Grammar. Grammatical Primer (whole). Easy parsing during the reading lesson.

* Learn by heart. Chap. 1-7, Chap. 11-13. Chap. III 6, 12. Chap. 1-3, 15.

(2). *Urdú.*—Reading. Poetical Reader, No. 2 (1st half).

Writing. Paraphrase. Translation from English, and from Persian into Urdú. Essays.

Grammar. Qawá'id-i-Urdú, Part II, or Departmental Grammar (revision) parsing, derivation.

(3). *Hindí.*—Reading. Ramáyana Kiskindá Kánd.

Writing. Paraphrase, translations, essays.

Grammar. Bhashá Tutwádípiká, being the Departmental Grammar (revision), parsing, derivation.

(4). *Persian.*—Reading. Dustur-us-Sibiyan, with explanation.

Writing. Dictation, letter writing.

Grammar. Zawábiṭ-i-Fársi, easy parsing during the reading lesson.

Maximum length of stay in each class.

A. LANGUAGE.—*(continued).*

(5.) *Sanscrit.*—Mr. Gopal Bandarkar's 1st book. Grammar, Upakarmanika. English translation.

(6). *Arabic.*—Moulvi 'Ubaid-ul-lah's Grammar. Declensions and conjugations, part I.

(2). Do. Reader, No. I.

(3). Dictation, easy sentences.

B. MATHEMATICS.

(1). *Arithmetic.*—Simple and compound proportion, with examples, involving vulgar and decimal fractions from all the text-books available.

(2.) *Geometry.*—Uqlaidis, parts I and II.

C. GENERAL KNOWLEDGE.

(1). *Geography.*—Outlines of Geography[a] (Asia), Map drawing.

(2). *History.*—Wáqiát-i-Hind or Bhárat Varshi Ithás (whole).

(a) In this and lower classes, the large print only need be read.

[*N. B.*—Examination in writing every Saturday, in this and higher classes]

ONE YEAR.

## CLASS III.

A. LANGUAGE.

(1). *English.*—Reading. Howard's Third Book, part II, lessons 1-3, the geographical lessons, and lessons on money matters, and the poetical lessons, 4, 11, 20, 22, 36 and 48.

Writing. Copy-books. Dictation. Translation from Wáqiát-i-Hind or Bhárat Varshi Itihás.

Grammar. Howard's Rudimentary Grammar, parsing and derivation during reading lessons.

(2). *Urdú.*—Reading. Poetical Reader, No. II (2nd half).

Writing. Paraphrase, translation, essay.

Grammar. Parsing, derivation, analysis.

(3). *Hindi.*—Reading. Ramáyana (Ayodhya Kánd).

Writing. Paraphrase, translation, essay.

Grammar. Parsing, derivation, analysis.

(4). *Persian.*—Reading. Nigár-i-Dánish, Chaps. I—III.

Writing. Letter writing, translation from Urdú, &c.

Grammar. Zawábiṭ-i-Fársí (revision), parsing.

(5). *Arabic.*—Reading. Moulvi 'Ubaid-ul-lah's Reader, No. II.

Writing. Dictation, easy composition. Miftáḥ-ul-lisan, (1st half).

Grammar. Moulvi 'Ubaid-ul-lah's Grammar, No. II. Etymology and syntax.

(6). *Sanscrit.*—Reading. Mr. Gopál Bandarkár's second book, Rijupat, 1st part.

Grammar. The Upkramanika.

Writing. Dictation, easy composition.

[*N. B.*—Arabic and Sanscrit will be taught in such schools only, where arrangements are practicable].

B. ARITHMETIC.

(1.) *Arithmetic.*—Colenso—Chapters III to V.

(2) *Algebra.*—Todhunter's Algebra for beginners, Chapters I to XIII, the first four rules, G. C. M. and L. C. M.

(3.) *Geometry.*—Euclid—Books I and II, with deductions.

C. GENERAL KNOWLEDGE.

(1.) *Geography.*—Outlines of Geography (Europe). [Revise Asia]. Map drawing.

(2.) *History.*—Collier's History of England, p. 145.

ONE YEAR.

## CLASS II.

Maximum length of stay in each class.

**A. Language.**

(1.) *English.*—Reading. Half the Entrance University Course for the following year.

Writing. Translation from the Urdú Course, paraphrase and written answers, written examination every Saturday.

Grammar. Hiley's Grammar (Syntax). Parsing, derivation and analysis.

(2.) *U'rdú.*—Reading. Half the entrance course for the following year.

Writing. Translation from the English course, paraphrase, written answers, written examination on Saturdays.

Grammar. Forbes' Hindústaní Grammar, Sections II to IV, with parsing, derivation and analysis.

(3.) *Hindí.*—Reading. Half the entrance course for the following year.

Writing. Translation from the English course, paraphrase, written answers, weekly written examinations.

Grammar. Etherington's Grammar (selections), with parsing, derivation and analysis,

(4.) *Persian.*—Reading. Akhláq-i-Moḥsiní, Chapters I—21.

Writing. Translation, original exercises. Grammar. Parsing, derivation, &c.

(5.) *Arabic.*—Reading. Entrance course, 1st half, Miftáḥ-ul-lisán, 2nd half.

Writing. Translation, composition.

Grammar. Moulví 'Ubaid-ul-láh's Grammar, No. II, and revision of part I.

(6.) *Sanscrit*—Reading. Rijú Pát, part 3rd (Entrance course).

Writing. Translation, composition.

Grammar. Vyákaran, Upakramanika, revision of Mr. Gopal Bandarkar's Books, 1 and 2.

**B Mathematics.**

(1.) *Arithmetic.*—Colenso—Chapters VI and VII.

(2.) *Algebra.*—Todhunter—Chapters XIV to XXIII.

(3.) *Geometry.*—Euclid, Books III and IV, with deductions.

**C. General Knowledge.**

(1.) *Geography.*—Outlines of Geography (whole) map drawing.

(2.) *History.*—Collier's History of England (whole).

Marshman's India, Chapters I to VII.

## CLASS I, OR ENTRANCE CLASS.

ONE YEAR.

**A. Language.**

(1.) *English.*—Reading. The Entrance course for the year (complete and revise the whole).

Writing. Written examinations.

Grammar. Forbes' Hindustáni Grammar (revision). Parsing, derivation, analysis.

(2.) *U'rdú.*—Reading. The Entrance Course for the year (complete and revise the whole).

Writing. Written Examinations.

Grammar. Forbes' Hindustaní Grammar (revision). Parsing, derivation, analysis.

(3.) *Hindí*—Reading. The Entrance course for the year (complete and revise the whole).

Writing. Written examinations.

Grammar. Etherington's Grammar (revision). Parsing, derivation, analysis.

| | | | |
|---|---|---|---|
| | (4.) | *Arabic.*- Entrance Course, 2nd half, and revision of 1st half.<br>Grammar. Revision.<br>Exercises and dialogues. | Maximum length of stay in each class. |
| | (5.) | *Sanscrit.*—Rijú Pat, Part I, 2nd half, and revision (entrance course).<br>Grammar. Revision with notes from Benfey. | |
| B. MATHEMATICS. | (1.) | *Arithmetic.*—Miscellaneous examples from Colenso, Barnard Smith, &c., &c. | |
| | (2.) | *Algebra.*—Todhunter. Chapters 23 to 25, and miscellaneous examples from Colenso, &c. | |
| | (3.) | *Geometry.*—Pott's Euclid. Revise 12 propositions a week, and work as many deductions as possible. | |
| C. GENERAL KNOWLEDGE. | (1.) | *Geography.*—Outlines of Geography (revision), map drawing. | |
| | (2.) | *History*—Collier's England (revision).<br>Marshman's India, complete and revise the whole. | ONE YEAR. |

*N. B.*—(1.) Where the Urdú and Hindí readers are both strong, and the teaching staff sufficient, there may be two distinct sections.

(2.) The maximum time is allowed for each class: every boy should be fitted for promotion within the time specified. Regarding boys who are allowed to remain too long in any one class, the master will be required to render an explanation.

(3.) "Kaithi" will not be taught, until the boy desiring to learn has reached the sixth class.

LUCKNOW:
OFFICE OF DIRECTOR P. I., OUDH
*The 18th January 1871.*

COLIN BROWNING, M. A.
*Director of Public Instruction, Oudh.*

# APPENDIX J.—(*Continued*).

## (B).—CURRICULUM

### FOR ANGLO-VERNACULAR TOWN SCHOOLS IN OUDH.

### CLASS VI.

Maximum length of stay in each class.

**A. Language.**

1. *Urdú.*—The letters are to be formed by the scholar, on his Takhtí, first from copies, and then from dictation. After the letters have been mastered, and the pupil can write them neatly and readily in any order, from dictation, then the vowel signs may be learned; and finally, syllables and short words may be read and written from dictation.

2. *Hindí.*—The boys are to be taught the "Bárah Kharí," and a few of the simple compound letters. When the "Bárah Kharí" has been mastered, and the pupils can write any letter, with its short or long vowel, from dictation, then they should be practised in reading and writing easy words.

**B. Arithmetic.** *Figures to 100.*—The Multiplication Table to 10. SIX MONTHS.

### CLASS V.

**A. Language.**

1. *Urdú.*—Reading. Mufíd-úl-Mubtadí, with explanation.

   Writing. Copy on Takhtís the lessons in the Reader, and then write the same from dictation.

2. *Hindí.*—Reading. Baran Prakáshiká, with explanation.
   Writing. Copy on Takhtís the lessons in the Reader, and then write the same from dictation.

**B. Arithmetic.**

*Figures to 100,000.*—Simple addition and subtraction.
Tables.—The Multiplication Table to 16, fractional parts. [The Multiplication Table is on no account to be taught beyond 20]. SIX MONTHS.

### CLASS IV.

**A. Language.**

1. *Urdú.*—Reading. T'alím-úl-Mubtadí (1st half year). Mufid-ul-Inshà, (2nd half year).
   Writing. Copy reading lessons on Takhtís, and then write the same from dictation.
2. *Hindí.*—Reading. Shiksháwalí (1st half year). Patra Hitaishaní (2nd ditto).

   Writing. Copy reading lessons on Takhtís, and then write the same from dictation.

**B. Arithmetic.** *Numeration and Notation.*—And the first four simple rules, with exercises from Mabádí-ul-ḥisáb, p. 1., or Ganít Prakásh, p. 1.

ONE YEAR.

**C. General Knowledge.** *Geography.*—The Map and Geography of Oudh.

## CLASS III.

Maximum length of stay in each class.

**A. Language.**

1. *English.*—Reading. Howard's Primer, with explanation. Exercises from Babú Mathurá Prashadá's Primer (write out the translation and exercises neatly on Saturdays) (1st half year). Howard's Second Book, part I, with explanation. Exercises from "School Dialogues," (write out the translation and exercises neatly on (Saturdays) (2nd half year).

   Writing. Copies on slates (capital letters, small letters, large and round hand sentences), small and round hand copies, in copy-books.

2. *Urdú.*—Reading. Poetical Reader, No. I (1st half.)

   Writing. Dictation, letter writing, paraphrasing.

   Grammar. Qawa'id-í-Urdú, p. II, or Departmental Grammar (Etymology). Easy parsing during the reading lesson.

3. *Hindí*—Reading. Reader No. I, or Bhoj Prabandh Sar, omitting the Sanskrit.

   Writing. Dictation, letter writing, paraphrasing.

   Grammar Bhasha Tutwadipika, being the Departmental Grammar, (Etymology). Easy parsing during the reading lesson.

**B. Arithmetic.**

*Reduction*—And the compound rules, with exercises from Mabádí-ul-Ḥisáb, Zubdat-ul-Ḥisáb, &c. (English and Vernacular figures).

**C. General Knowledge.**

1 *Geography*—Awwal Jughráfiyyah, or Bhugol Darpana (Asia).
2 *Elem. of Nat. Phily.*—Haqaiḳ-ul-Moujúdát, or Vidyánkur.

ONE YEAR.

## CLASS II.

**A. Language.**

1. *English.*—Reading. Pyáricharan Sirkár's Reader, No. III, (write out the translations neatly on Saturdays).

   Writing. Large and small hand copies in copy-books, dictation, translation into English from T'alim-ul-Mubtadí or Shikshavalí.

   Grammar. Grammatical Primer, pages 1 to 26.

   * Learn by heart. Chap. I.—6, 8, 11 and 16. Chap. II,—16—and Chap. III,—6, 8, and 18. Omit Chaps. IV and V.

2. *Urdú.*—Reading. Poetical Reader, No. I (2nd half).

   Writing. Letter writing, paraphrasing, court-papers.

   Grammar. Qawa'id-i-Urdú, p. II, or Departmental Grammar (Syntax). Parsing during the reading lesson.

3. *Hindí.*—Reading. Poetical Reader, No.—— or extracts from Prém Ságar

   Writing. Letter writing, paraphrasing, court papers.

   Grammar. Bhasha Tutwadipika, being the Departmental Grammar (Syntax). Parsing during the reading lesson.

4. *Persian.*—Reading. Gulzár-i-Dabistán, with explanation.

   Writing. Dictation from the reading lesson.

   Grammar. Ṣifawat-ul-Maṣádir. Declension of verbs on the black-board.

| | | Maximum length of stay in each class. |
|---|---|---|
| B. ARITHMETIC. | *Vulgar & Decimal Fractions.*—Proportion, square root. | |
| C. GENERAL KNOWLEDGE. | 1. *Geography.*—Awwal Jughrafiyyah, or Bhugol Darpana (remainder) [important facts]. Map drawing on slates.<br>2. *History.*—Waqiát-i-Hind or Bhárat Varshí Itihás (Jehángír). | ONE YEAR. |

## CLASS I.

| | | |
|---|---|---|
| A. LANGUAGE. | 1. *English.*—Reading. Payáricharan Sirkar's Reader, No. IV,* including the list of prefixes and affixes at the end.<br>Writing. Large and round hand copies in copy-books. Dictation. Translation into English from Waqiát-i-Hind or Bhárat Varshí. Weekly written examination.<br>Grammar. Grammatical Primer (whole). Easy parsing during the reading lesson. | Learn by heart.<br>Chap. I.—7.<br>Chap. II. 13.<br>Chap. III.—6 & 12.<br>Chap. IV.—3 & 15. |
| | 2. *Urdú.*—Reading. Poetical Reader, No. II.<br>Writing. Paraphrase, translation from English, &c., into Urdú. Essay. Weekly written examination.<br>Grammar. Qawá'id-i-Urdú, Part II, or Departmental Grammar (revision). Parsing, derivation. | |
| | 3. *Hindí.*—Reading. Rámáyana—Kiskindha Kánd.<br>Writing. Paraphrase. Translation. Essay. Weekly written examination.<br>Grammar. Bhasha Tutwadipika, being the Departmental Grammar (revison). Parsing, derivation. | |
| | 4. *Persian.*—Reading. Dastúr-us-Sibyán, with explanation.<br>Writing. Dictation. Letter-writing.<br>Grammar. Zawábiṭ-i-Fársí. Easy parsing during the reading lesson. | |
| B. MATHEMATICS. | 1. *Arithmetic.*—Simple and compound proportion, including mensuration, with examples involving vulgar and decimal fractions, from all the text-books available.<br>2. *Algebra.*—Gabr-o-Mugábalah, part I, or Bijganit, part. I.<br>3. *Geometry.*—Uqlaidis, books I and II. | |
| C. GENERAL KNOWLEDGE. | 1. *Geography.*—Outlines of Geography (Asia). Map drawing.<br>2. *History.*—Waqiát-i-Hind or Bhárat Varshí Itihás (whole). | ONE YEAR. |

N. B.—(1). Where the Urdú and the Hindí readers are both strong, and the teaching staff sufficient, there may be two distinct sections.

(2). The maximum time is allowed for each class, every boy should be fitted for promotion within the time specified: regarding boys who are allowed to remain too long in any one class, the teacher will be required to render an explanation.

(3). "Kaithí" will not be taught, until the pupil desiring to learn has reached the third class.

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH,
*The 18th January* 1871.

COLIN BROWNING, M. A.,
*Director of Public Instruction, Oudh.*

# APPENDIX J.—(*Continued.*)

## (C).—CURRICULUM

### FOR VERNACULAR TAHSÍLI SCHOOLS IN OUDH.

### SIXTH CLASS.

Maximum length of stay in each class.

A. LANGUAGE. (1) *Urdú.*—The letters are to be formed by the scholar on his Takhtí, first from copies, and then from dictation. After the letters have been mastered and the pupil can write them, neatly and readily, in any order, from dictation, then the vowel signs may be learned, and finally, syllables and short words may be read and written from dictation.

(2) *Hindí.*—The boys are to be taught the "Bárah Kharí," and a few of the simple compound letters. When the "Bárah Kharí" has been mastered, and the pupil can write any letter, with its short or long vowel, from dictation, then he should be practised in reading and writing easy words.

B. ARITHMETIC. *Figures* to 100.—The Multiplication Table to 10.

SIX MONTHS' COURSE.

### FIFTH CLASS.

A. LANGUAGE. (1.) *Urdú.*—*Reading*—Mufíd-ul-Mubtadí, with explanation.

*Writing.*—Copy on Takhtís the lessons in the Reader; and then write the same from dictation.

(2.) *Hindí.*—*Reading.*—Baran Prakáshiká, or Baran Málá, with explanation.

*Writing.*—Copy on Takhtís the lessons in the Reader, and then write the same from dictation.

B. ARITHMETIC. *Figures to* 100,000.—Simple Addition and Substraction.

*Tables.*—The Multiplication Table to 16 : Fractional parts.

[The Multiplication Table is on no account to be taught beyond 20.]

SIX MONTHS' COURSE.

### FOURTH CLASS.

A. LANGUAGE. (1.) *Urdú.*—*Reading.*—Túlím-ul-Mubtadí, with explanation [1st half year].

Mufíd-ul-Inshá, with explanation [2nd half year].

*Writing.*—Copy on Takhtís the lessons in the Reader, and then write the same from dictation.

(2.) *Hindí.*—*Reading.*—Shikshá́wali [1st half year]. Patra Hitaishani [2nd do].

*Writing.*—Copy on Takhtís the lessons in the Reader, and then write the same from dictation.

B. ARITHMETIC. Numeration and Notation;—And the first four simple rules; with exercise from Mabádí-ul-Ḥisab, part I., or Ganit Prakásh, part I.

ONE YEAR'S COURSE.

C. GENERAL KNOWLEDGE. *Geography.*—The Map and Geography of Oudh.

### THIRD CLASS.

A. LANGUAGE. (1.) *Urdú.*—*Reading.*—Poetical Reader, No. I., [first half].

*Writing.*—Dictation, Letter-Writing, Paraphrasing, &c.,

*Grammar.*—Qawáíd-i-Urdú Part II., or Departmental Grammar [Etymology]. Easy Parsing during the Reading Lesson.

(2.) *Hindí.—Reading.*—Poetical Reader, No. I., or Bhoj Prabandh Sár. Maximum length of st. in each class.

*Writing.*—Dictation, Letter Writing, Paraphrasing, &c.

*Grammar.*—Bhásha Tutwadipika, being the Departmental Grammar, easy Parsing during the Reading Lesson.

(3.) *Persian.—Reading.*—Gulzár-i-Dabistán.

*Writing.*—Dictation from Reading Lessons.

*Grammar.*—Ṣifwat-ul-Maṣádir: Declension of verbs on the black-board.

B. ARITHMETIC. *Compound Rules.*—Reduction: Simple Proportion.

C. GENERAL KNOWLEDGE. (1.) *Geography*—Awwal Jughráfiyyah or Bhugol Darpan [Asia].

(2.) *Elements of Natural Philosophy.*—Haqáiḳ-ul-Moujúdát or Vídyánkur [whole]. ONE YEAR'S COURSE.

## SECOND CLASS.

A. LANGUAGE. (1). *Urdú.—Reading.*—Poetical Reader, No. 1 [2nd half].

*Writing.*—Letter-Writing: Court-papers: Weekly Examination.

*Grammar.*—Qawáíd-i-Urdú, part II., or Depl., Grammar [Syntax]. Parsing during the Reading Lesson.

(2). *Hindí.—Reading.*—Poetical Reader, No.— or Extracts from Prem Ságar.

*Writing.*—Letter-writing: Court papers: Weekly Examination.

*Grammar.*—Bhasha Tatwadipika, being the Depl. Grammar. Parsing during the Reading Lesson.

(3). *Persian.—Reading.*—Dastúr-us-Ṣibyán.

*Writing.*—Dictation, Letter-writing.

*Grammar.*—Zawábiṭ-i-Fársí: easy Parsing.

B. MATHEMATICS. (1). *Arithmetic.*—Vulgar and Decimal Fractions: Proportion: Square Root.

(2). *Mensuration.*—Miṣbáḥ-ul-Masáḥat, part I., or Kshetra Chandriká part I.

C. GENERAL KNOWLEDGE. (1). *Geogaphy.*—Awwal Jughráfiayyah or Bhugol Darpan [Europe]. Map drawing on slates.

(2). *History.*—Wáqiát-i-Hind, or Bharat Varshí Ithás [to death of Jahángir]. ONE YEAR'S COURSE.

## FIRST CLASS.

A. LANGUAGE. (1). *Urdú.—Reading.*—Poetical Reader, No. 2 [1st half].

*Writing.*—Original Essay, translation from Persian, &c.

*Grammar.*—Qawáíd-i-Urdú, part II., or Depl. Grammar [Revision]. Parsing and derivation during the Reading Lesson.

(2). *Hindí.—Reading.*—Ramayana [Kiskindha Kánd].

*Writing.*—Original Essays, Weekly Examinations, &c.

*Grammar.*—Bháshá Tutwadipika being the Depl. Grammar [Revision]. Parsing and derivation during the Reading Lesson.

(3). *Persian.—Reading.*—Bostán Chapters IV. and VII., Nigár-i-Dánish, Chapters I.—III.

| | | | |
|---|---|---|---|
| | | *Writing.*—Letter Writing, Paraphrasing, Translation. | Maximum length of stay in each class. |
| | | *Grammar.*—Zawábiṭ-i-Fársí [Revision]—Parsing. | |
| MATHEMATICS. | (1.) | *Arithmetic.*—Proportion: Interest: Square and Cube Roots, &c. | |
| | (2.) | *Mensuration.*—Misbáḥ-ul-Maṣáhat, part II., or Kshetra Chandrika, part II. | |
| | (3.) | *Algebra.*—Jabrá-o-Muqabalah, part I, or Bij Ganit, part I. | |
| | (4.) | *Geometry.*—Uclaidis, Bs: I. and II. | |
| GENERAL KNOWLEDGE. | (1.) | *Geography.*—Awwal Jughrafiyyah, or Bhugol Darpan (whole). Map Drawing. | ONE YEAR'S COURSE. |
| | (2.) | *History.*—Waqiát-i-Hind, or Bharat Varshi, Itihas [whole]. | |

## EXTRA CLASS.

| | | | |
|---|---|---|---|
| A. LANGUAGE. | (1.) | *Urdú.*—*Reading.*—Poetical Reader, No. II. [2nd half]. | |
| | | *Writing.*—Original Exercises, Translations, &c. | |
| | | *Grammar.*—Parsing, Derivation, Analysis, &c. | |
| | (2.) | *Hindí.*—*Reading.*—Ramayana [Ayodhya Kand]. | |
| | | *Writing.*—Original Exercises, Translations, &c. | |
| | | *Grammar.*—Parsing, Derivation, Analysis, &c. | |
| | (3.) | *Persian.*—*Reading.*—Akhláq-i-Moḥsiní. (1st half year). Díwán Ḥáfiz or some other suitable Poem [2nd half year]. | |
| | | *Writing.*—Translation, Paraphrase, &c. | |
| | | *Grammar.*—Translation, Paraphrase, &c. | |
| B. MATHEMATICS. | (1.) | *Arithmetic.*—Miscellaneous Examples. | |
| | (2.) | *Mensuration.*— ditto. | |
| | (3.) | *Algebra.*—Jabrá-o-Muqäbalah, part II, or Bij Ganit, part II. | |
| | (4.) | *Geometry.*—Uqlaidis Bs: III. and IV. with Deductions. | |
| C. GENERAL KNOWLEDGE. | (1.) | *Geography.*—Anís-us-Sayyáḥín, part I. or Bhugol Patwa, part I. Map drawing. | |
| | (2.) | *Natural Philosophy.*—'Ilm-i-Ṭabí'iyyát, or Padárth Vidyá Sár. [These books will be used until an Elementary Treatise on Natural Philosophy is published by the Department]. | ONE YEAR'S COURSE. |

*N. B.* (1).—The Maximum time is allowed for each class: every boy should be fitted for promotion within the time specified: regarding boys, who are allowed to remain too long in any one class, the teacher will required to render an explanation.

(2).—Kaithi will not be taught, until the pupil desiring to learn, has reached the third class—Urdú or Hindí.

(3).—The method of keeping the "Day Book" by shop-keepers, and "Accounts" by Patwáris [village accountants], may be taught to any pupil, in the 2nd or 3rd Class, at the request of the parent.

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH,
*The 18th January,*

COLIN BROWNING, M. A.
*Director of Public Instruction in Oudh.*

# APPENDIX J.—(*Continued.*)

## (D).—CURRICULUM

### FOR VILLAGE SCHOOLS IN OUDH.

### FIFTH CLASS.

A. LANGUAGE (1) *Urdú.*—The letters are to be formed by the scholar on his Takhtí, first from copies, and then from dictation. After the letters have been mastered, and the pupil can write them, neatly and readily, in any order, from dictation, then the vowel signs may be learned, and finally, syllables and short words may be read and written from dictation. Maximum length of stay in each class.

(2) *Hindí.*—The boys are to be taught the "Bárah Kharí," and a few of the simple compound letters. When the "Bárah Kharí" has been mastered, and the pupil can write any letter, with its short or long vowel, from dictation, then he should be practised in reading and writing easy words.

B. ARITHMETIC. *Figures to* 100.—The Multiplication Table to 10. Six Month's Course.

### FOURTH CLASS.

A. LANGUAGE. (1) *Urdú.*—*Reading*—Mufíd-ul-Mubtadí, with explanation.
*Writing.*—Copy on Takhtís the lessons in the Reader; and then write the same from dictation.

(2) *Hindí.*—*Reading.*—Baran Prakáshiká, with explanation.
*Writing.*—Copy Reading lessons on Takhtís, and then write the same from dictation.

B. ARITHMETIC. *Figures to* 100,000.—Simple Addition and Subtraction.
*Tables.*—The Multiplication Table to 16 : fractional parts.
[The Multiplication Table is on no account to be taught beyond 20]. Six Month's Course.

### THIRD CLASS.

A. LANGUAGE. (1) *Urdú.*—*Reading.*—T'alím-ul-Mubtadí, with explanation [1st half year].
Mufíd-ul-Inshá, with explanation [2nd half year].
*Writing.*—Copy reading lessons on Takhtís, and then write the same from dictation.

(2) *Hindí.*—*Reading.*—Shiksháwali, with explanation [1st half year].
Patra Hitaishaní, with explanation [2nd half year].
*Writing.*—Copy on Takhtís the lessons in the Reader, and then write the same from dictation.

B. ARITHMETIC. *Numeration & Notation.*—And the first four simple rules; with exercises from Mabádi-ul-Hisáb, pt. I., or Ganit Prakásh, part I.

C. GENERAL KNOWLEDGE. *Geography.*—The Map and Geography of Oudh. One Year's Course.

## SECOND CLASS.

A. LANGUAGE.

(1) *Urdú.*—*Reading.*—Poetical Reader, No. I [first half].
*Writing.*—Dictation, letter writing, paraphrasing, &c.
*Grammar.*—Qawáid-i-Urdú, part II., or Departmental Grammar [Etymology]. Easy Parsing during the Reading Lesson.

(2) *Hindí.*—*Reading.*—Poetical Reader, No. I, or Bhoj Prabandh Sár.
*Writing.*—Dictation, letter writing, paraphrasing, &c.
*Grammar.*—Bhasha Tutwadipika being the Departmental Grammar [Etymology]. Easy Parsing during the Reading Lesson.

(3) PERSIAN.—*Reading.*—Gulzár-i-Dabistán, with explanation.
*Writing.*—Dictation from Reading Lessons.
*Grammar.*—Sifwat-ul-Masádir. Declension of verbs on the blackboard.

B. ARITHMETIC. *Compound Rules.*—Reduction, simple proportion.

C. GENERAL KNOWLEDGE.

(1) *Geography.*—Awwal Jughráfiyyah or Bhugol Darpan [Asia].

(2) *Elements of Natural Philosophy.*—Haqáik-ul-Moujúdát or Vid-yánkur [whole]. One Year's Course.

## FIRST CLASS.

A. LANGUAGE.

(1) *Urdú.*—*Reading.*—Poetical Reader, No. I [2nd half].
*Writing.*—Letter writing, paraphrasing, court papers. Weekly written examinations.
*Grammar.*—Qawáid-i-Urdú, part II., or Dept. Grammar [whole]. Parsing during the Reading Lesson.

(2) *Hindí.*—*Reading.*—Poetical Reader, No. 2, or extracts from Prem Ságar.
*Writing.*—Letter writing, paraphrasing, court-papers. Weekly written examinations.
*Grammar.*—Bháshá Tutwadipika being the Departmental Grammar [whole.] Parsing during the Reading Lesson. One Year's Course.

(3) PERSIAN.—*Reading.*—Dastur-us-Sibiyan, with explanation.
*Writing.*—Dictation from Reading Lessons, letter writing.
*Grammar.*—Zawábit-i-Fársí, easy parsing.

B. MATHEMATICS.

(1) *Arithmetic.*—Vulgar and Decimal Fractions, proportion, square roots, &c.

(2) *Mensuration.*—Misbáh-ul-Masáhat, pt. I. or Kshetra Chandriká, pt. I.

C. GENERAL KNOWLEDGE.

(1) *Geography.*—Awwal Jughráfiyyah or Bhugol Darpan, [remainder] [important facts].
Map drawing on slates.

(2) *History.*—Waqi'át-i-Hind, or Bhárat Varshi Itihás [whole].

*N. B.*—(1).—The Maximum time is allowed for each class, every boy should be fitted for promotion within the time specified, regarding boy who are allowed to remain too long in any one class, the teacher will be required to render an explanation.
(2).—Kaithi will not be taught, until the pupil desiring to learn, has reached the third class—*Urdú or Hindí.*
(3).—The method of keeping the "Day-book" by shop-keepers, and "Accounts" by Patwáris [village accountants], may be taught to any pupil, in the 1st or 2nd class at the request of the parent.
(4).—Those masters, who have a knowledge of surveying, will teach surveying in the highest class.

OFFICE OF DIRECTOR OF P. I. IN OUDH,
LUCKNOW.
*The 24th January* 1872.

COLIN BROWNING, M. A.,
*Director of Public Instruction in Oudh.*

# APPENDIX J.—(*Continued.*)

## (E).—CURRICULUM

### FOR GIRLS' SCHOOLS IN OUDH.

### FIFTH CLASS.

LANGUAGE.

*Urdú.*—The letters are to be formed by the scholar on her Takhtí, first from copies and then from dictation. After the letters have been mastered and the pupil can write them, neatly and readily, in any order from dictation, then the vowel signs may be learned, and finally syllables and short words may be read and written from dictation.

*Hindí.*—The girls are to be taught the Barah Khari and a few of the simple compound letters. When the Bara Khari has been mastered, and the pupil can write any letter with its short or long vowel from dictation, then she should be practised in reading and writing easy words.

ARITHMETIC.

*Figures* to 100.

### SIX MONTH'S COURSE.

### FOURTH CLASS.

*Urdú.*—*Reading.*—Mufíd-ul-Mubtadi, with explanation.

*Writing.*—Copy on Takhtís the lesson in the Reader, and then write the same from dictation.

*Hindí.*—*Reading.*—Baran Prakasika or Súta Shikshawalí, part I, with explanation.

*Writing.*—Copy reading lessons on Takhtís, and then write the same from dictation.

ARITHMETIC.

*Figures to* 1,00,000.—The Multiplication Table to 16. Fractional parts.

### SECOND YEAR.

### THIRD CLASS.

*Urdú.*—*Reading.*—Tálim-ul-Mubtadí, or the second book published for the Department, with explanation. Mufíd-ul-Insha, with explanation.

*Writing.*—Copy reading lessons on Takhtís, and then write the same from dictation.

*Hindí.*—*Reading.*—Patr Hiteshiní or Hindi letter writer, and Shikshawalí.

LANGUAGE.

*Writing.*—Copy on Takhtís the lessons in the Reader, and then write the same from dictation.

ARITHMETIC.

Numeration, Notation, Addition and Substraction.

GENERAL KNOWLEDGE.

*Geography.*—Outlines of the Geography of Oudh and India, orally with reference to the maps.

*Cooking.*—Byanjan Prakar.

*Needle work.*—Sewing & knitting.

## THIRD YEAR.

### SECOND CLASS.

| | |
|---|---|
| LANGUAGE. | *Urdú.—Reading.*—Haqúaiáq-ul-Moujudát with explanation. Mirát-ul-'Urús with explanation. |
| | *Writing.*—Dictation from the Readers and letter writing. |
| | *Grammar.*—Qawá'id-i-Urdú, part II, or Departmental Grammar. Etymology. |
| | *Hindí.—Reading.*—Vidyankur with explanation. Bama Manoranjan with explanation. |
| | *Writing.*—Dictation from the Readers and letter writing. |
| | *Grammar.*—Departmental Grammar. Etymology. |
| ARITHMETIC. | Multiplication, Division, and Compound Rules. |
| GENERAL KNOWLEDGE. | *Geography.*—Asia and Europe. Countries and chief towns. Principal rivers and mountains. |
| | *Needle work.*—Sewing and knitting. |

## FOURTH YEAR.

### FIRST CLASS.

| | |
|---|---|
| LANGUAGE. | *Urdú.—Reading.*—Halwai Bedúd with explanation. Majmú'a-i-Sukhan, part I. |
| | *Writing.*—Composition and letter writing. |
| | *Grammar.*—The remainder. |
| | *Hindí.—Reading.*—Bhoj Prabandhsár with explanation. |
| | *Writing.*—Composition and letter writing. |
| | *Grammar.*—The remainder. |
| ARITHMETIC. | Reduction and Proportion with the common rules of mental Arithmetic. |
| GENERAL KNOWLEDGE. | *Geography.*—Outlines of the Geography of the World. |
| | *History.*—Wáqi'at-i-Hind with explanation. |
| | Bharut Varshi with explanation. |
| | *Needle work.* Embroidery. |

LUCKNOW:
Office of D. P. I., in Oudh,
*The 4th April*, 1872.

COLIN BROWNING, M.A.,
*Director of Public Instruction in Oudh.*